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THE ASSOCIATION BULLETIN

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THE ANNUAL MEETING

THE ENTRY of the United States into World War II on December 8, 1941, caused a sudden and radical change in the plans for the holding of the Twenty-Eighth Annual Meeting. The U. S. Office of Education and the standing committee on Military Affairs of the National Committee on Education and Defense convened jointly a meeting of all the forces of higher education and representatives of the Federal Government on January 3-4, 1942, at the Lord Baltimore Hotel, Baltimore, Maryland. It seemed advisable to the Board of Directors to condense into a one-day meeting on January 2, 1942, the program announced for January 8-9, 1942, at the Hotel Cleveland, Cleveland, Ohio.

The program revolved around the topic "American Education and World Responsibility" as originally planned. Most of the day was devoted to discussion, with addresses at luncheon and dinner sessions. Some very important resolutions were adopted. These, with a full account of the business transactions and some of the speeches delivered, are to be found in this issue of the BULLETIN. Nearly every member college was represented at the meeting, which had the largest representative attendance in the history of the Association.

The Board of Directors has voted to hold **THE NEXT ANNUAL MEETING OF THE ASSOCIATION OF AMERICAN COLLEGES ON JANUARY 14-15, 1943, AT THE HOTEL CLEVELAND, CLEVELAND, OHIO.**

THE CAUSE WE FIGHT FOR

MALCOLM MACDONALD

HIGH COMMISSIONER FOR THE UNITED KINGDOM TO CANADA

IT is a high privilege and honour to be your guest this evening.

I have felt a warm regard for American colleges ever since some seventeen years ago I wandered through many of them as a member of an Oxford University debating team, when I first learned to enjoy their capacity for hospitality and to fear their power of rebuttal. Those were gay, carefree days when we all hoped that peace was securely established round the globe and thought there would be no question, at any rate in our life time, of young men, let alone young women, being conscripted from their college campuses to be hurled again into battle.

It is a cruel, tragic, heartbreaking thing when a people have to turn aside from the creative occupations of peace to go to war. But there are moments when you can only save your skin by losing your soul. There are times when a generation must be prepared to suffer much, as that is the price to be paid so that truth and justice, love and beauty and all the other virtues which are the lamps lighting men's footsteps along the path to civilization may be handed on undimmed to future generations. We have the honour to live upon the earth during one of those crises. Barbarian hosts have launched an attack on all that is good in human civilization. I think the most hopeful sign of these perilous times is the fact that that assault has brought the United States of America and the British Commonwealth of Nations together in defence of the Right. It is a happy symbol of the harmony of our partnership that your illustrious President and our magnificent Prime Minister are just now living together in the White House. No doubt they spent their Christmas planning the unremitting waging of war. But we wage war only as a means to a great end. In fact no two men ever spent a Christmas more truly serving the ultimate cause of "Peace on Earth and Good-will amongst Men."

The issue at stake in this war in which we are comrades is quite clear. Different people attempt to define it in two or three different ways. For example, some people state it by saying that this is a contest between the English-speaking peoples and their

friends on one side and the German peoples with their satellites on the other. They assert that the whole people in Germany are by nature arrogant, brutal and immoral; that they are impossible to live with; and that this is a crusade to put the German people as such into their place. The place in which they would put them is well known as being very hot.

Well, there is no doubt that the rulers of Germany have been mainly responsible over the last two or three generations for starting a criminal series of wars in Europe. Nevertheless, the question of the true nature of the German people as a whole is not answered so simply. For instance, you know in the United States of America, and we know in some of the British Dominions, what admirable citizens in a free country Germans can be. I am not going to discuss the issue of the war in racial terms, because they do not bring into sufficiently sharp focus the actual substance of the quarrel which is being so fatefully fought out.

Another way of defining the issue is to say that this is the supreme contest in history between the opposed political philosophies of Dictatorship and Democracy. That is getting much nearer to the essence of the matter. For the Germans Dictatorship does not merely mean tyranny by a small group of individuals over the whole German people, but also tyranny by the German nation over all the other nations of the Earth. The German leaders have somehow persuaded the German folk that they are superior to all other folks. This is the most colossal piece of deception which has ever been practised on a people in human history. But the Germans in Germany are too dense to see through it. They believe with unquestioning conviction that they are a master race, and they practise their belief heartily, ruthlessly and pitilessly wherever the Swastika marches. It leads them to the suppression of any other community which may wish to maintain an independent and diverse existence. Consider the present fate of the heroic Polish nation. As a deliberate part of high state policy the Nazis have murdered in mass executions scores of thousands of Poles, including almost every political and cultural leader on whom they could lay their hands; they have stolen or destroyed every historical relic that might help to keep the flame of Polish nationalism alive; they have transported many hundreds of thousands of Polish peasants and workers from their homes to slavery in Germany; they have deliber-

ately treated many Polish women who might have become the mothers of new national leaders so that they can never bear children again. They seek the utter extermination of the independent Polish people.

The Nazi conception of international society is one in which all other peoples are reduced and pressed into a common, characterless, subservient pattern under the domination of the Germans. The democratic conception of international society is the very opposite of this. It is that the human family is composed of a vast variety of peoples; that each different community is endowed with its own natural customs, character and capacities; that each should be left free to develop whatever is good in their own traditions and genius; so that each makes its own particular contribution to a human civilization which is all the richer because of its variety.

That principle of free growth for different peoples is the spring from which American foreign policy has flowed for one hundred and seventy years. It is the principle also on which government in the British Commonwealth of Nations is based. I am aware that even on this enlightened continent there are still old shreds of misunderstanding about British Imperialism. I have heard people who, when they utter the words "British Imperialism" make an unpleasant face as though a bad smell had passed underneath their noses. They imagine that it is a form of government which is nothing more or less than a conspiracy of strong people to exploit, dominate and dupe the weak. How ignorant they are of the significant developments which have marked British Imperialism during the last forty years! What is in simple truthful fact the main feature of the British Empire to-day? It is not Oppression; it is Liberty. Nor is this liberty a mere theory propounded in politicians' speeches and then conveniently forgotten. It is the practice from one end of the Empire to the other. It is increasing all the time, as the capacity of Colonial peoples to stand on their own political feet grows. It has already attained its maximum expression in the case of the Dominions. Canada, Australia, New Zealand, South Africa and Ireland are countries associated under the British Crown, yet at the same time they have become fully self-governing nations. They are completely free to determine their own domestic policy, and they are equally free to settle as they like their own foreign policies. Their liberty

could not have received a more extreme expression than it did at the outbreak of the war. In that supreme crisis when Britain was fighting for her life each Dominion was at liberty to decide whether it would support her or remain neutral. Four of them immediately decided, of their own free will, to enter the war and they have voluntarily and proudly shared ever since all the dangers and the honours of our great enterprise. But one Dominion did choose to stand aside. Ireland's neutrality has exposed us to great danger, but there has been no attempt whatever to force her into the struggle against her will. I do not think you can find anywhere in the world of politics a finer devotion to the conception of liberty than that.

But if Hitler and his gang, and the Italians and the Japanese, get their way there will be an abrupt end to all that freedom on which American and British policy is based. They will treat us all as they have treated the Poles, the Czechs, the Yugoslavs and others. They will endeavour to crush us all into a featureless, regimented uniformity. The issue being fought out to-day lies indeed between Dictatorship and Democracy.

But when one has said that the war is a conflict between those two philosophies and practices of government, one has not yet told the whole truth. Nazi Germany and its imitators in Italy and Japan represent something far more sinister than the mere theory and practice of tyranny. The actions of its most typical representatives brand it as the herald of a reign of Evil in the world. If anyone thinks that statement is a bit too hot, let me just remind them of two characteristic examples of Nazi conduct.

First, Hitler as the acclaimed head of the German state has openly renounced any code of morality in private or public dealings. He wrote in *Mein Kampf* that deceit, treachery and trickery were proper weapons to be used in international diplomacy. His brutal acts have been as good or as bad as his brazen words. He lied in order to grab Austria. He lied in order to gain Sudetenland. He lied in order to steal the rest of Czecho-Slovakia. He lied in order to violate Poland. I need not recite the whole catalogue of his crimes. They were matched in the act of double-dyed treachery when the Japanese had plenipotentiaries negotiating peace in Washington and aeroplanes bombing Pearl Harbor at one and the same time. Victory for Hitler and his friends would mean the triumph of bad faith, sharp practice

and calculated immorality in the conduct of the highest human affairs.

The second fact that I would remind you of is this—one of the most marked features of Nazi rule is that it gives its agents whole-sale license to perform acts of the vilest and most degrading physical cruelty. What happens when the German Gestapo and German troops march into a country whose people are resentful and show signs of asserting their human right to defend their freedom? Or what happens even when they desire a little sport with some harmless minority? I sometimes think that we are too squeamish about talking of these savageries. It is far better that we should remind people of them whilst there is time, than that Hitler should remind them of them when it is too late. If the Nazis stand you up against a brick wall and shoot you outright, you are extremely lucky. They have been taught to take pleasure in watching slower processes of death. In their concentration camps they have revived all the cruelest forms of human torture. It is almost unbelievable, but they lash their victims to death, they gouge their eyes out, they pour water forcibly down their throats until their stomachs burst.

That is the sort of thing that goes on in Europe under Nazi rule. That is a typical product of Nazi civilization. And the Japanese militarists, as usual, are good imitators. Some of their atrocities in China do not bear thinking upon. If we are not prepared to sacrifice our ease and comfort, our material possessions and our very lives in a crusade to destroy that recrudescence of Evil in the world, then we shall deserve everything that Hitler and his confederates do to us.

The real issue in this war is whether what is good in human nature or what is bad shall rule the world. One of the great themes running through human history is that struggle between Good and Evil. Every individual in his own self and the whole human race as a species is engaged in a perpetual conflict between the qualities that are Godlike in man and those which are Satanic. This war is a crucial episode in that struggle.

Well, we shall overthrow these latest apostles of Evil in the war. It may be a long and hard and bitter struggle. I hope there is no one left who underestimates any longer the colossal strength of this enemy who spans the globe, with one foot firmly planted on the prostrate body of Europe and the other now try-

ing to kick the life out of Asia. They have mustered through years of sleepless preparation a diabolical material power. We must assert our utmost force to defeat it. But unless we are guilty of almost incredible follies, the combined strength of our friends and ourselves will grow so great that ultimately it will wear down and crack and break the Axis.

We can feel encouraged by certain portents with which the old year has closed. You and we have felt bitterly in these last few weeks the sharp point of modern Japanese militarism. Yet for four years the peace-loving Chinese have been showing that that force is far from being invincible. All their ju-jitsu will not enable the Japanese to remain indefinitely in Manila. Then good tidings have come out of Russia. The valiant soldiers and peasants there, led by Premier Stalin, Marshal Timoshenko, General Frost, General Snow and General Disease are giving the German soldiers a rough treatment which they will not easily forget and from which they will not soon recover. Nor is it only from the perishing snows of Russia that encouraging news comes. It comes, too, from the scorching sands of Libya. On that North African battlefield the arsenals of democracy have put into the hands of the troops of democracy for the first time equality with the enemy in guns, tanks, aeroplanes and all the bristling mechanized paraphernalia of modern war. The result looks like an Italian and German rout.

Yes, we shall have to strive and suffer much, but in the end we shall overthrow the enemy—in war. But then, when we have won the victory in war, how are we to turn it into a permanent victory for man's better self in peace. How can we make certain that his more generous and nobler qualities, his capacities for compassion and toleration and the creation of beauty, will hold the upper hand and become irresistible impulses carrying all mankind steadily forward into a finer, wiser and more beautiful civilization. Well, that is where you come in. Education is one of the most powerful weapons for accomplishing that. It would be difficult to exaggerate the influence over human beings throughout their lives of what you teach them in their schools and colleges.

For example, wherein lies Hitler's greatest strength in Germany? It is in the fanatical support of the younger generation.

And how has he gained that? Through the education that he gives them.

I wonder how many of you have read a book called *Education for Death* by Gregor Ziemer, who was for some years the head of the American Colony's School in Berlin. In it he writes an account of the Nazi educational system. He shows how every youngster there even by suggestion when it lies in the mother's womb, and right through its childhood—in the infant school, in the high school, in the youth organization with which it spends its holidays, in the colleges and universities—is taught one thing and one thing alone; worship of Hitler as the saviour who is to lead Germany to her destiny of ruling the world. It is not only that every gymnastics class is an exercise in perfecting the body to fight for Hitler and Germany. Every history class is a concentrated lesson in the wrongs done to Germany in the past and the glittering triumphs awaiting her in the near future. Every biology class is a lesson in the superior qualities and character of Germans over all other races. Every chemistry class is a lesson in how to manufacture synthetic goods, explosives and even poison gases to serve the supreme cause of German aggrandizement. Thus in German classrooms and holiday camps there has been produced the most dangerous, criminal and disastrous generation of young people that the world has ever known. How? By the power of education. It has been done by the hands of your professional colleagues—teachers, professors and university presidents—in Nazi Germany.

But if the power of a narrow, brutal and iron education to degrade human beings is so great, the power of a broad, enlightened and lofty education to exalt human beings can be equally great. You heads of colleges have much stern work to do in war-time. You have been discussing in your Conference today some of the war problems which arise on your campuses. But the most glorious task of all will await you after the war. Gregor Ziemer calls his book about Nazi education *Education for Death*. Your work will be education for living. On you leaders in education, more perhaps than on any one else, it depends whether all the suffering and sacrifice of humanity in these years shall be redeemed by a new soaring of the human mind and spirit to greater heights than they have attained before.

PRESERVING THE ROOTS OF LIBERTY

H. W. PRENTIS, JR.

PRESIDENT, ARMSTRONG CORK COMPANY, LANCASTER, PENNSYLVANIA

THE honor and privilege of addressing you tonight convinces me that, despite the sweeping changes we are witnessing in the world these days, the law of compensation is still effective. Forty years ago, when I was in college, I had to listen to many a speech by college deans and presidents but little did I dream that I should ever have such a chance as this to get even with them en masse!

I am happy to be here for two reasons: First, because I am glad, as a citizen who is keenly interested in education, to make whatever contribution I can—modest though it will be—to the deliberations of this distinguished organization of yours; and second, because I am, like many of you probably, a beneficiary of the American public school system from kindergarten through college, and my father—a public school man himself—used to tell me that everyone who was educated at public expense owed a peculiar debt to his country. I have no illusion about ever being able to pay off that indebtedness. However, the tragic events in Europe in the last twenty years and the grave crisis that we now face in America move me with the earnest desire to do what little I can to promote a wider popular understanding of the foundations of our freedom. So I come to you to talk about some of the things I was not taught in college; some of the things that I am convinced every citizen must learn and come to believe in very quickly and very sincerely if we are to preserve the blessings of American liberty to oncoming generations.

Our country has spoken in unmistakable terms in these recent fateful weeks. The die is cast. We go forth once again to make the world safe for its self-governing peoples. Regardless of consequences, we have decided as a nation to offer "our lives, our fortunes and our sacred honor" on the altar of the liberty of mankind. Our first duty is to give full support to our government and its military forces at this hour of crisis. Granted that, our ability to win through to a decisive victory cannot be questioned. In that connection, it is imperative that we should rekindle the

ancient altar fires of freedom in all our people because men fight valiantly only for ideals which they understand and in which they believe. Physical armaments are never adequate in themselves alone. Intellectual and spiritual ramparts are equally essential. You will hear from me tonight, therefore, not about airplanes and tanks and battleships and the multifarious problems of mass production involved in modern war but, instead, regarding the cultivation and preservation of the eternal principles on which our freedom rests.

In this connection a terrible indictment can be justly drawn against American business and professional men, including many teachers and preachers. We have been so smug and complacent. We have assumed so carelessly that our liberties were sacrosanct. We have so flagrantly neglected the duties of citizenship in a republic. We have so completely forgotten that the maintenance of representative democracy requires an exceptionally high degree of intelligent understanding and active cooperation on the part of all its citizens. We have been so busy with our personal affairs—so absorbed in material things—that we have tried to live without a political philosophy, and that cannot be done successfully in this country or anywhere else in the world. If the average American business man knew as little about his product, if the average American teacher knew as little about his chosen subject, as he does about his governmental and economic system, the business man would soon be in bankruptcy and the teacher would not long remain at his professional post of duty. We all recognize, of course, that to wage modern war successfully requires the temporary relinquishment of many of our cherished freedoms. The devil must be fought with fire. Hence it is doubly important that at a time like this every citizen should be on guard and alert lest, when the present emergency is over, we find ourselves with only the empty shell of the Republic we are now giving our lives and treasure to defend. History shows that liberty has been lost far more frequently by the complacency, indifference and ignorance of the citizenry themselves than by executive fiat or military conquest. Daniel Webster said: "God grants liberty only to those who love it and will always guard and defend it."

Unfortunately freedom and physical luxury seem to be con-

genitally incompatible. They have never remained long in political wedlock, but are soon divorced in the court of dictatorship. The love of liberty, we must ever remember, was not born in an automobile, lullabied with radio, nourished with quick-frozen foods, raised in central-heated houses, clothed in synthetic fabrics, entertained by movies or educated in palatial structures of granite and marble! It was born in a dungeon—in the fetters of tyranny. The time-worn historical cycle has been: From fetters to faith; from faith to freedom; from freedom to folly; from folly to fear; then from fear back to fetters once more. We in 20th century America are now about midway in the process. Let it not be written of us that having eyes, we saw not, and having ears, we heard not, the plainly written warnings of the past!

I do not blame our schools and colleges for failure to inculcate the philosophic and religious principles on which our government was established in the minds of the present and, shall I say, the past two generations of American citizens. After all, the degree of leadership that education can provide in a republic is determined by the current temper of the people. We Americans have been so engrossed for the past one hundred years in our physical affairs that we have simply not been interested in government. Hence it is no wonder that the study of religion, political philosophy and classical history has gone largely into the discard. With all our emphasis on materialism, education has been compelled to follow the crowd and teach concrete facts designed to help us make a living rather than emphasize the abstract principles that underlie and in the long run determine the whole course of human existence. But if our Republic is permanently to survive, I am convinced that our schools and colleges must now impregnate the minds of our citizens not only with knowledge of our political institutions, their history and how they work, but also with faith and pride in what these institutions stand for, whence they came and with how much travail of body and spirit they were created.

Montesquieu said: "A government is like everything else. To preserve it, we must love it." How, I ask you, can any human institution be created in the first place and then continue to exist if no one takes the trouble to acquire faith in it and then is willing to fight for its principles? How can any college or univer-

sity represented here tonight expect to prosper if its students and its alumni, its faculty and its trustees are not constant crusaders in its behalf? How can any business institution, any church, let alone popular self-government, hope to remain in existence unless its adherents are active and articulate in its support? Yet how many college and university graduates of your acquaintance could in public debate tonight with Earl Browder, Norman Thomas or some well-meaning New Liberal, make even a sketchy defense of the faith of our fathers? The truth of the matter is that the average American has never taken the time to study and understand the principles on which our Republic was founded. Meanwhile, the collectivists have been crying their theories from every housetop. As a result a host of our people have become easy prey for the social theorist who takes them up on a high mountain and shows them the kingdoms of easy living and the will-o'-the-wisp economic abundance that they allegedly can have if they will only follow his fatuous leadership. Too many of us take an attitude toward public questions akin to the newly married husband "who came, who saw, who concurred!" Now, as always, an intelligent, believing and vocal citizenry is the Vitamin A of representative democracy. Obviously, the only way in which that type of citizenry can be developed and the roots of American liberty preserved is through carefully organized and well-directed effort on the part of our schools, colleges and churches, aided and abetted by the motion picture, radio and press.

The free institutions that we enjoy are the products of a culture which, as one historian has put it, "is essentially the culture of Greece, inherited from the Greeks by the Romans, transfused by the fathers of the church with the religious teachings of Christianity and progressively enlarged by countless numbers of artists, writers, scientists and philosophers from the beginning of the Middle Ages up to the first third of the 19th century." How many of our college and university graduates have any adequate, over-all conception of that culture and of the religious and philosophic concepts from which our freedom stems? Speaking from my own experience, I know that although I was graduated with the degree of Bachelor of Arts from a state university, I was never taught anything specific about the foundations of our free-

dom nor was it ever made clear to me that our various liberties stand or fall together. What little I have learned of these subjects has been the product of reading and study over the last decade. The mental stimulation, the spiritual uplift and the patriotic pride in my country and its institutions which this study has yielded me, is worth all the effort that it has cost. I know, moreover, from personal experience in addressing scores of audiences, how keenly the average, intelligent American today hungers and thirsts for knowledge of the fundamental concepts on which American freedom depends, from which alone he can derive that burning faith in the ideals of the American Republic which inspired our forefathers. The time is ripe; the field is ready for harvest. The fruits of dictatorship lie stark and hideous before our very eyes—no longer hidden in dusty history books on our library shelves. Will not the colleges and universities of America rise to the opportunity that now presents itself for patriotic service? Will they not effectively meet the challenge of preserving the roots of American liberty to oncoming generations?

As you know better than I, the roots of American liberty are sunk deep in philosophic and religious soil. They go down to those far-off days in ancient Greece when men sought to discover the requirements for living a good life in a republic of free men, and to those brief years of Christ's ministry in Judea, proclaiming the brotherhood of men and the fatherhood of God. At the very base of the taproot we find Socrates and Aristotle. Then the life-giving sap of their basic thinking vitalizes successively the minds of Cicero and Lucien, St. Augustine, William of Ockham, John Wyclif, Erasmus, Calvin, Montaigne, Thomas Hobbes, John Milton, John Locke, Adam Smith, most of the founders of our government here in the United States and, more recently, Emerson and William James. These philosophers have always held in broad terms that there is a vital relation between freedom and reason; that an act is voluntary if the person concerned is not coerced by anybody and is old enough to understand the meaning of what he is doing. Freedom, in other words, is intelligent behavior. Thus emphasis is placed on understanding and on the development of reason and intelligence. And society has been organized on the basis of a meeting of minds and of mutual respect.

Three great historic currents of thought combined to foster and develop this concept among the English-speaking peoples: First, the Nominalist philosophy of the 14th century; second, the British Reformation two hundred years before Luther; and third, the revival of classical learning in England in the 16th century.

Neither the time nor the occasion permits an extended discussion of these three momentous movements and it would be presumptuous for me to attempt to do so anyway before this audience. Suffice it to say that the English monk, William of Ockham, the founder of the Nominalistic school of philosophy, postulated the fundamental tenet of English and American liberalism—individualism—about the year 1325 when he taught at Oxford. Applying that concept to government, the English-speaking peoples have said ever since that the reality of the individual and his concrete experience in a real world must be respected. Here is where British thought stands out in stark contrast to the romanticism of German philosophy.

John Wyclif placed translations of the New Testament in the hands of the common people all over England, set up "conventicles" where the populace got together for prayer and worship, and taught that the sacraments of the church meant nothing unless the individual who accepts them knows what he is doing and what they signify. As a result, our forefathers came to the shores of the American continent impregnated with the principles of personal moral responsibility, the right of private judgment and the right of free assembly which, together, filled them with a fervent passion and unshakable belief in the inward spirituality of the individual. They based their political philosophy and their economic system on the concept that there is something about the human spirit that is sacred; that there is a place in the human soul that no government and no man may justly enter, where reside those inalienable rights that the Declaration of Independence later thundered so eloquently to the world.

With this religious principle as the foundation, our forefathers erected the tripartite structure—the tripod—on which our individual freedom rests today. First they maintained that if man did possess a sacred personality, he had the right to choose who should rule over him. On that thesis they reared the first supporting tower of our edifice of liberty—representative constitu-

tional democracy. Again they argued that since man possessed a sacred personality, he had the right to think, speak, assemble and worship as he saw fit. On that concept they erected the second tower of the structure of American liberty—civil and religious freedom. And finally they reasoned that any man endowed with a sacred personality had the right to possess for himself such portion of the God-given resources of the earth as he could win by honest toil and effort. Thus they asserted every individual's right to private property and economic activity of his own choice, and on that basic tenet they built the third supporting tower of their temple of liberty—free private enterprise. These three towers stand or fall together. Destroy any one of them, and the whole structure of freedom soon collapses.

This whole process was not accomplished haphazardly. It was not the result of chance or circumstance. On the contrary, it was the fruit of generations of thought and sweat and tears and blood. That tripod of freedom is our most precious heritage in America today. How rarely blessed we are as a people may be realized from the fact that of the approximately forty billion human beings who have lived on this earth since the birth of Christ, less than three per cent have ever enjoyed freedom that even approaches the liberty that we enjoy in the United States at this very hour. And all of it goes back to that spiritual principle of the sacredness of the individual soul which is common to all three of our great religious faiths—Judaism, Catholicism and Protestantism—a principle for which the church has fought through the centuries.

Of course, by freedom of enterprise I do not mean license to trample upon the rights of others any more than freedom of speech means that a man can be legally permitted to stand up in a crowded theatre and yell, "Fire!", when there is no fire. But free private enterprise with reasonable governmental regulation to insure fair play is an irreplaceable part of our American system of liberty. Without it, none of our other freedoms will long exist. The only alternative is economic planning by government which, as we all know, is far older than free enterprise. In fact, it was the revolt against the older planned economies which gave birth in 1776 and 1789 to both political and economic freedom in America. Despite all the wishful thinking of our doctrinaire

planners, the indubitable fact remains that, just as oil and water will not form a chemical mixture because God made them that way, so national economic planning backed by compulsion, and political, intellectual and spiritual freedom are basically repellent and cannot co-exist. For, to carry out any economic program takes time and those in charge would necessarily have to keep themselves in control during the lengthy period required to bring their plans to fruition. To accomplish that objective those in power—in other words the government—obviously would have to influence or control what was printed in the newspapers, said on the radio, taught in the schools and preached in the churches—at least so far as any doctrine advocated was at variance with the set program of the state. Then, I ask you, what would become of the sacred guarantees embodied in the Bill of Rights? And when they were undermined, what would happen to political freedom—representative democracy? The three legs of the tripod of freedom stand or fall together. Like the Three Musketeers, "It is all for one and one for all!"

If there is one lesson that the history of man's struggle for liberty seems to prove, it is this: The individual who desires the intangible yet very real blessings of political, intellectual and religious liberty must assume a very large portion of the responsibility for his own economic well-being. If he is unwilling to do so and places that burden on the shoulders of government, he will soon find that he has reared a Frankenstein monster whose appetite for control is literally insatiable and which sooner or later will devour all his freedoms in the process of expanding its power. Parenthetically may I add that the private institution of higher learning that seeks the solution of its financial difficulties by securing government support will soon discover that "he who pays the piper calls the tune." As a trustee of two such colleges and one public institution, I am a firm believer in our dual system of higher education, and I earnestly hope that none of us who share that faith will weaken the sources of our intellectual and spiritual strength by selling the birthright of academic freedom of our private colleges for the red pottage of public subsidies.

The third factor which I mentioned some moments ago as being responsible for the development of English liberalism was the

revival of classical learning in England in the 16th century. To round out this point, we must now turn back to ancient Greece and Rome. The Greeks appear to have developed a love of liberty very similar to that which has characterized the English-speaking peoples. In the 5th century B.C. they drove the Persians back across the Aegean Sea and for the first time felt free of the threat of foreign domination and able to develop their own peculiar civilization. Almost the first question they asked was: "How can we live a good life?"—meaning by that phrase how they could be most happy and free to attain a full measure of intellectual and spiritual maturity. This question led to another: "What is good?" And since these people could not fall back on tradition or custom or tribal religion for an answer, they were obliged to try to think the question through on their own initiative and make answer on the basis of personal judgment, pioneer thinking and good taste. The fruit of their attack on fundamental questions, such as these, lies at the source of the liberal culture of western Europe and America.

In Plato's famous parable of the cave in the Seventh book of *The Republic*, he drove home the point that the mental processes of a free mind and those of the herd are as far apart as the poles. Such thinking consists not merely in what men believe, but how and why. The free man deals with his life in wholly different fashion than does the man whose mind has not been set free. Such a man has, as Aristotle points out, mastered his passions; tempered his judgment; will either doubt or believe on the basis of evidence only; will neither seek nor shun danger; and in all his relationships exhibit temperance and poise. Such is the man, according to the ancient Greek philosophers, who has found freedom through the exercise of wisdom. Wherever this concept of the free man has held sway, human life has found dignity and freedom; force has been reduced to a minimum; mutual respect and common counsel have been substituted for coercion and democratic self-government has developed. Aristotle warns us, however, that democracy tends to evolve into revolution and tyranny. The demagogue eventually appears who excites the passions of the crowd and then lures the people with promises that an abundance of material things will be theirs, if only the existing order be overthrown. How this process Aristotle so accurately describes, is repeating itself in this present day!

Marcus Cicero, who may be regarded as the last great liberal of antiquity, was a great disciple of Aristotle. As consul of the Republic of Rome he crushed the Catiline rebellion. Not long ago I read some of the harangues made to the populace by the leaders of this rebellion, as reported by Sallust. They sounded most familiar. In fact, in their denunciation of capitalists and their demand for the redistribution of wealth, they might have been delivered in Union Square yesterday. Huey Long with his "Every man a king" or Stuart Chase with his "Economy of Abundance" could scarcely have done a better job.

Although Cicero was voted the title of "Father of his Country," he was unable to save the Republic from the proletarian party, directed by one of the shrewdest politicians that has ever appeared in human history, Julius Caesar. Cicero was liquidated in a purge fomented by Mark Antony and, after that, no man's life or property was safe. Dictatorship succeeded dictatorship, destroying not only the constitution of the republic but eventually all sense of political responsibility among its citizens. More and more planned economy followed, which led to more and more economic confusion. The currency was inflated; there was great unemployment in all the principal cities; no less than twenty per cent of the population were on the public payroll; taxes were so high that the farmers were compelled to turn their lands over to the government. Collective farming was attempted but the government could not get people to work because the proletariat no longer had the desire or habit of labor. The people lost political interest. Few cared to hold office. They would not even fight to save themselves. Finally the border was opened and the barbarians were brought in to raise crops and man the defenses.

It was not until fifteen hundred years after Cicero, that a group of Italians in Florence was able to set up a new republic. There, in an academy on the hillside of Fiesole, men began again to think and discuss questions as did the free men of ancient Greece and Rome. Interest in Cicero was renewed; they read and re-read his inspiring words about liberty. From this center came a new group of scholars—men like Erasmus of Rotterdam—who brought this old but ever new source of intellectual inspiration to the peoples of northern Europe and thus laid the founda-

tions for the Revival of Learning in the modern world. Erasmus, who came to Oxford University to teach, Thomas Moore and John Milton carried the philosophy of Socrates and Cicero to Great Britain. Cicero became the great exemplar of patrician virtue in the minds of the free thinking liberals of the 17th and 18th centuries in England and America. Roger Williams of Rhode Island and Thomas Hooker of Connecticut were the two men most responsible for bringing the Ciceronian tradition of classical liberalism to America.

It is a significant fact that practically all the prominent New England patriots were educated in the Boston Latin School in Boston; that the Virginia group, Washington, Randolph, Wythe, Henry, Marshall, Jefferson and Madison, all came directly or indirectly under the influence of Dr. Small of Edinburgh University, who taught logic and literature at William and Mary College in Williamsburg for a decade or two preceding the Revolution. In these schools our forefathers became acquainted with Socrates and Aristotle and the great English political philosophers of the 17th and 18th centuries. Nowhere is Ciceronian influence more evident than in *The Federalist Papers* of Hamilton, Madison and Jay. Jefferson states frankly that the Declaration of Independence contains no new ideas but rests on "the elementary books of public right, as Aristotle, Cicero, Locke, Sidney, etc." Our founding fathers had a political philosophy. They believed in it and knew how to defend it. As an eminent American educator has said: "The retention of this philosophy of freedom is the issue on which the survival of our republic will be determined."

Yet as Walter Lippmann pointed out in a cogent address not long ago: "A graduate of our modern schools knows only by accident and by hearsay whatever wisdom mankind has come to, in regard to the nature of men and their destiny." Thus the crux of the appeal that I bring tonight to you—the directing heads of our institutions of higher learning—is this: Dare we leave the preservation of the roots of liberty any longer to accident and hearsay? Is it not high time to plan purposefully and effectively to the end that no man or woman shall be graduated from any institution of higher learning until and unless he or she has acquired an over-all working knowledge of the philosophic and religious principles that underlie the American Republic? To

carry out such a plan little or no expense would be involved. No new endowments would be required. For there is not an institution in this Association that does not presently offer in its departments of history, government, economics, sociology, philosophy and religion, courses of study that embody all or virtually all of the root principles on which our American system rests. Exploration by a patriotic curriculum committee might reveal a few missing links here and there; certain points that should be emphasized and coordinated with the related facts in other courses. To make room for such a comprehensive program might necessitate some sacrifice on the student's part of certain subjects of less importance at this critical period in our nation's history. By and large, however, the preservation and cultivation of the roots of American liberty, so far as our colleges and universities are concerned, would involve nothing more than the willingness to sink departmental and professional jealousies in a wholehearted, concerted effort to lay out a well-rounded program of required courses that would provide every student with an adequate knowledge of and faith in the eternal concepts on which history shows men may associate themselves to enjoy permanently the blessings of freedom. The mechanics of government change and will continue to change, but the principles on which popular self-government can continue to exist are immutable and unalterable—at least until the millennium doth appear.

In becoming protagonists of the principles on which the American Republic rests, our institutions of higher learning would not only perform a patriotic duty but protect their own interest as well. This is true not only in respect to privately endowed colleges, but also those that are supported by public funds. The fate of the great universities of Germany, for example, is a sad object lesson for us all. When political or economic freedom disappears, academic freedom goes too. The physical threat to the continued existence of our privately endowed institutions, as the yield on investments grows steadily less, and taxes take more and more from individual incomes, is too obvious to require comment. The intellectual threat—if I may use that phrase—to our publicly supported institutions as the State assumes more and more economic and political power, is equally ominous.

May I call your attention to the surprising fact that there is no

single book available today that deals adequately and enthusiastically with the roots of American liberty from a historical, philosophical and religious viewpoint? Scores of volumes setting forth the alleged virtues of collectivism can be had in any book store. But it is a striking commentary on the complacency of the academic mind in respect to the blessings of freedom provided by the American system that no comprehensive discussion of these principles for popular consumption is presently to be found within the covers of any single volume I have been able to discover. Would that the present crisis might stir as many vigorous patriotic pens into action as have been yielded by the collectivist brethren of the academic world in decrying the achievements of the American Republic and advancing their own starry-eyed theories of government and economic organization!

If the roots of liberty are to be preserved in America, we business men alumni of the institutions you head, also have a definite responsibility to discharge. *Operibus noscitur*. We business men must be shining examples of civic virtue, using that phrase in its classic sense. We must eliminate unethical practices in our own enterprises so that business can always come into the court of public opinion with clean hands; we must be keenly conscious of the social significance of our day by day decisions; we must be good stewards of the responsibilities with which individual freedom has entrusted us; we must steadily seek ways and means of regularizing employment and cushioning the effect of advancing technology on the lives and fortunes of our workers; we must raise the standard of living by passing along the benefits of improved technique and quantity production through lower prices and higher wages; we must constantly endeavor to create better conditions of employment by the elimination of health and accident hazards; we must take an active part in public affairs; we must seek to be economic statesmen rather than mere business men.

We live today in the shadow of war. We live to see helpless civilian populations blotted out as death rains from the sky. We live to see the sanctity of treaties and contracts violated at the caprice of wilful men. We live to see the culture and art of nations degraded by the sort of tyranny and cruelty that characterized the Dark Ages. We live to see old symbols of honesty,

sincerity and character mutilated under the heel of brutal military power. In the midst of such chaos, when moral and intellectual ideals are obscured and stained with crass selfishness and overweening ambition; when bewildered peoples eagerly grasp at the tenuous straws of alleged economic security offered by strongly centralized governments; when those who sit in the seats of power are themselves confused and distraught; when, as Emerson said, "Things sit in the saddle and ride men," America must turn again to the root principles of her liberty for national salvation.

COLLEGE WOMEN AND THE WAR

GEORGE N. SHUSTER

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WITNESSING for the second time during a quarter century the collapse of an era and possibly of a civilization, you and I have a right to ask: What has become of those who saw no good in American youth, who held that the effort of American educators was leading only to the destruction of morale, to cynicism and to decadence? I am sure they are now as impressed as we ourselves are with the response our young people have made to the challenge of this imperiled time. Never, perhaps, have the colleges of America seen anything like the assemblies which gathered spontaneously on the morning after Pearl Harbor. Students came—all of them came—and listened with a new maturity and resolution to tidings as grave as those given to any generation. Gone were levity, surface enthusiasm and wild, unreasoning patriotism. There emerged instead a deep earnestness worthy of the hour. And it seems to me that educators have every right to feel that youth made the answer it has made precisely because it had been trained to deal with issues cautiously, realistically, without partisan passion. Perhaps because we had tossed so many worn out shibboleths through the classroom window, there was no failure to recognize and evaluate the real thing when the real thing came.

But, to be sure, we shall be afforded precious little opportunity to applaud ourselves. How shall we wrestle with the task that lies ahead? I shall try to speak to you briefly in answer to the query, as one concerned with the higher education of women. Let it be noted, first of all, that our young women differ from women of an earlier period in feeling themselves integrally a part of the defense forces. They are no longer thinking merely of such services as nursing, which during previous wars enlisted the energies of their sex, but of all those varied activities which the nature of modern warfare summons into being. The example set by British womanhood is not only a pattern according to which conduct can be formed, but also an incentive to define accurately and imaginatively the professional or semi-profes-

sional rôle of the American woman in the war. As a result attitudes toward what the individual can be or do in the years after college and after the war are likewise changing rapidly. Henceforth the girl graduate will take with her a new concept of what it means to live in an age of applied science, when the individual is dependent to an unparalleled extent upon the manner in which social problems are solved, and when no such problem can even be weighed without constant reference to technology. A war cannot any longer be fought without ultra-modern multi-motored bombers. A kitchen cannot any longer be run without a scientific knowledge of the foods that will nurture modern man. And so it is with the whole of life.

All this implies a shift of emphasis which must deeply interest the colleges for women. By comparison what we as institutions must do immediately for the sake of the war effort seems relatively inconsequential. For if women are needed as air raid wardens or spotters, if girls must be enrolled in defense industries for the duration, there is little we can do to prepare them. The campus is not the place to learn how to operate a milling machine. Of course we can and do teach such skills as quantity cookery, cipher analysis and blood chemistry. These courses are, however, curricular details which every educator will perforce provide for and encourage, and which require no comment from me. The altered perspective seems another and vitally important matter.

Not infrequently in the past even the most stout-hearted of those who supervise colleges for women have been a little perplexed when asked to explain why their charges should be segregated. Why set up this particular kind of dove-cote? Perhaps we whispered inanities about the effect of love affairs on study, just as if we had forgotten that absence makes the heart grow fonder. But now, it seems to me, all such bewildered hesitation can be dismissed. Indeed the reasons why the training of women should be specialized are now so cogent that one may safely predict a growing trend back towards the separate woman's college. In the main the reasons are three in number. First, the adaptation of women to a technological environment is a complex and engrossing question. Second, the shaping of the girl student's inner life is a task which differs radically from that of shaping

the inner life of a boy. Third, preparation for home-making is a sadly neglected area which must be given a great deal more attention than it has received in the past.

In so far as we deal with these concerns imaginatively we shall help America to deal with the future. Nothing we could conceivably do to safeguard our traditions or to insure their progressive development into the moral institutions of world society seems half so important as training as large as possible a number of women to cope intelligently with the life which will survive this war. We must therefore continue to urge that as large a number as possible of girls likely to benefit by higher education be permitted to devote the years between sixteen and twenty-one to that education. No doubt we should be more honest with ourselves and them than we have been, so that the unfit may be routed immediately into practical tasks which they can and should perform. But surely we do not need to apologize for the comparative leisure of those who have been selected for education. In preparing them we are shaping the world that is to be in the only way it can be shaped.

The core of the liberal arts college is sound. Arts, literatures, philosophies and sciences must survive in the minds and hearts of women, though they may need restatement now. No doubt we should develop in particular a sense of the interrelation of cultures, by fostering comparative literature and history. But girls must also be taught early to know the implements of modern activity even as their mothers plied the needle and the loom. Every student should develop a modest competence in typewriting and stenography. The college should provide training in automobile driving, and wherever possible in aviation. As many students as possible should be taught first aid, and the elements of chemistry. No girl should be permitted to graduate unless she can show that she has improved her physical health at least as much as she has improved her mind. The prowess of the modern German army is due far less to the military discipline inculcated after 1934 than to the excellent physical and technological education provided by the Republic after the first World War. It would be folly not to realize that we are no longer dwelling in the days of Cooper's heroines, regardless of whether we have war or peace. If it continues to be war, we shall have done a very great

deal if we supply graduates who are physically sound and who know how to deal with basic mechanisms upon which modern life depends. If we return to peace, the girls we endow with diplomas will be ready for that, too.

I should like to say one word more about physical training. Can we be simpler, less mechanical and more practical about that? The Germans—whose success in this domain has been remarkable—did not rely on expensive equipment or grandiose curricula. They depended upon age-old essentials, which served the Greeks and every worthy people since their time. These essentials are setting-up exercises and what are familiarly termed “hikes.” They are the most natural and most effective of all health-building devices and they cost practically nothing. Of course, where they can be provided, swimming, tennis, golf and similar games are very valuable. But they are addenda and can be dispensed with. The only important fact is that the essentials need imaginative fostering. There has been a tendency to look upon physical training as a sort of frill. I wish to subscribe to the view that in the training of women it is a major obligation, more important even than reading the hundred best books or learning to serve tea. We shall simply not keep the higher education of women going unless we meet that obligation.

Second, there is the shaping of the girl's inner life. This must differ greatly from the training of boys in several significant ways. I dislike talking about biological functions, because I do not think motherhood is a biological function. The fact remains, however, that every college girl is a potential mother. She carries within her constantly all the physical endowments of motherhood, and it would be stupid not to realize that fact when one is dealing with her. I hope, therefore, that we can increasingly associate her training with guidance by wise and brilliant married women who know the intricacies of youthful experience through intimate observation. The point is really not whether a married woman has a job, but whether our students are properly reared. Girls are not combative by nature, they seldom strike up heroic poses (they are extremely ridiculous when they do), but they have a great treasure of fortitude. They will stand for righteous things more faithfully and tirelessly than will boys. Our program should be built round the concept of forti-

tude, therefore. May we soon cease apologizing to young people for religion, for dedication of the spirit to counsels of sacrifice and altruism and for communion with the spiritual thinkers of all eras. Such apologies stamp us as doddering ancients. Young people see almost instinctively that we are in the mess we are in precisely because there were question marks behind everything, even the simplest and most manifest of things. Hitler began by waging war on the professors and the intellectuals. He won that first and critical contest because the professors and the intellectuals were labeling and classifying ideals rather than standing by them.

I should like to add a word about the theory and morals of social change. That much has been profoundly wrong with our society is a commonplace. We must be ready to try to make what was wrong right. Yet it is equally true that much has been right in our society, and that it is just as necessary to be steadfast about that as it is to be resolute about remedying evil. The world into which we are going is bound to be a harrowing, impoverished, stricken, sickening world. To set about facing it with a benign blue-print deduced from speculative concern with presumably desirable social objectives would be just like confronting some poor duffer who has just been run over by an automobile with an invitation to join in a cross-country race. I hope that we shall teach the girls who are going to shoulder a heavy measure of responsibility for that world less of Plato's *Republic* and Marx's *Capital* and much more of lore about such sturdy, freedom-loving peoples as the Basques and the Dutch; that we shall realize that writing off all Germans because Nietzsche called them names means writing off Europe, too; and that in our conception of the America which is to be there will figure prominently some realistic understanding of what America has actually been. The college can no longer afford to make its chairs in the social sciences mere platforms for the expression of more or less benevolent idiosyncracies. I do not mean, of course, that we shall censor or suppress. But I do mean that not every sort of chatter automatically becomes sociology.

Third, I should like to say something about home building because that will always be woman's supreme business. It is important to see not that her "place" is in the home, as the Nazis

suggest, but that as in all healthy societies since the dawn of time her "function" must remain home making regardless of what else she is concerned with. One of the most serious dislocations resulting from modern mass warfare is the holocaust of men and therewith of husbands. The moral and other consequences of this loss are enormous. We can offset them only in part; but we can and must begin to prepare as many of our young people as possible for successful family living on modern terms. Elements of child care, cooking, the social graces and similar practical matters will no longer suffice, although even these have been sadly neglected. Women are destined to give more and more of their time to extra-domestic affairs and pursuits. That means, for example, that educated mothers are going to be employers of household help; and the grave import of the status and treatment of that help will never be recognized until we have shown a sufficiently large number of women how employer-employee relationships which affect them can be improved. Beyond that, it is not the moral code governing marital relationships that needs to be changed, but rather the psychological and other patterns according to which those relationships have been envisaged. The modern home must stop being the prescientific home of the eighteenth century in concept as well as in fact. To say that the America of the future will need healthy and happy children is the tritest of dicta. But we must stress anew the equally obvious but often neglected truth that we shall not get them unless we prepare homes for their reception and care with at least some of the same intelligent purposiveness with which we train gun crews.

For these and other reasons it seems to me essential that some part of the aid hitherto extended to needy students under the National Youth Administration program should be continued. To cut off now from higher education gifted young people whose economic difficulties may be in large measure the result of dislocations caused by defense activity seems certain to have a psychological effect vastly more far-reaching than the number of young people involved would suggest. Would it not be equivalent to saying: as a nation we are not concerned with education as an instrument for the protection and development of American life, but only as a way of spending a few years in college and thus relieving the unemployment situation? And would not that

mean we had decided, at the very time when only the heroic intellect can sustain us, to look upon the exercise of intelligence as a leisure time concern? And can we deprive ourselves at anything less than fearful cost of those vigorous young minds determined to rise above the limitations of family environments mired in economic distress? I am not suggesting that the NYA program should be carried on as it has been hitherto. It may well be that the grants should be made contingent upon unusual academic and personality qualifications, and above all that the service to be rendered in exchange should be performed outside the college, in some area important to national defense. Could not the civilian defense organizations use to advantage in almost every community part of the time of these exceptional young people? Thus the cost would be justified and the benefits secured. In such colleges as mine at least the brilliant success of NYA students has been over a period of years one of the genuinely remarkable aspects of our work.

To recapitulate: the impact of the war on the college for women is not primarily that of a demand for immediate practical training. It is, naturally, self-evident that we shall offer whatever courses we are asked by responsible government agencies to make available, as well as others which our own ingenuity may devise. But neither the battle of production nor the war on many fronts can be waged successfully on the campuses. Perhaps—I say this tentatively—we can be arsenals for the steadying of conviction, dedicating our plants, our faculties and our student bodies to the task of giving comfort and courage to men and women in the services and intelligent moral leadership to the community. Certainly we can throw open our halls and to some extent our classrooms to the public, for lectures and discussions having to do with topics of moment. But our central resolution remains that of the Gettysburg creed. We shall be straitened in resources, depleted of some of our best teaching energies, curtailed in size and opportunity. The sledding will be harder than any we have known. Nothing, however, will dissuade us from meeting with all the energy we can muster our tryst with American destiny, certain that we can help young women confront the great and stirring opportunities which we must have the fortitude to meet when this present cup of horror and sacrifice has

been drunk dry. For then America will be poor but free, more than ever the hope of humanity, the citadel from which, despite everything, succor for countless desolate millions must come. May God grant our colleges the wisdom and the imagination to proceed through a time of unparalleled danger to an hour when hope will guide the young swimmer through the waters of a new order for humanity, liberated and determined to lose liberty no more.

MOBILIZING EDUCATION FOR VICTORY*

PAUL V. McNUTT

FEDERAL SECURITY ADMINISTRATOR

TODAY Japanese troops are in Manila. General MacArthur is making a heroic last-ditch stand to save the Philippines.

As one who has spent active hard working years in Manila, as one who has known and loved its people, I am deeply moved by these events.

There are in Manila about half a million people; people who were the pawns of America's pacifism of the 1920's. And moved by the idealism that flourishes in halls of learning, American colleges and universities had a large hand in that pacifism.

If the Philippines are saved today, it will be by men. It will be by the heroism of Americans and Filipinos, fighting side by side against overwhelming odds in numbers and equipment.

If the Philippines are saved it will be by the skill and ingenuity of Douglas MacArthur and by the grace of God—not by any wisdom and foresight of American policy in the years following the last great war.

That tragedy holds for us today a lesson for the future. The fall of Manila stands as an indictment of the international thinking of educated Americans.

We built for peace in the Philippines. We created schools, hospitals, roads and sanitary services. We developed industrial resources.

We worked to create the instruments of a free democracy. Freely and voluntarily, we put those instruments into the hands of the Filipino peoples.

Land of greatest internal security in the Far East. Land of growing opportunity for the common man. Last land of the unhappy Orient to know war, were these Philippines of ours?

Finally we promised them independence and freedom. Promised them freedom—as though we were Omniscience itself.

But at no time did we look at the total situation realistically enough to create the conditions upon which real independence and freedom—real security and opportunity must depend.

* Address delivered at National University and College Conference, Baltimore, Maryland, January 3, 1942.

We built for peace in an ivory tower.

Learned scholars in nations throughout the world—and impressionable instructors at home—considered it to be downright unfriendly and even militaristic to suggest that international politics would ever again require the use of force. Democracy's international policies were to be based upon the hopes expressed in the covenant of a League we had repudiated—not upon the hard unpleasant foundation of experience.

Puerile pacifism, fear of offending the Japanese we were arming for the attack and fake economy kept us from making Wake, Guam and Manila the impregnable fortresses they should have been.

Ostrich isolationism would not let us build a Philippine policy on frank recognition that America had a stake in the world—and in the Orient in particular.

America, we were told, had only to defend its beaches. Its international interests ending with wading depth at Coney Island on the one hand and on the sun drenched sands of La Jolla on the other.

It never occurred to any of these gentlemen that they might have to eat their words along with their first flat tires of 1942. Now they have discovered the Indies the hard way—by automobile.

We can and may struggle along without tea or tapioca. But the mica for heavy duty spark plugs, the graphite that lines the crucibles for high test steels, the tin and manganese and more than a dozen strategic raw materials hang in the balance. No longer is Singapore to be patronizingly referred to as "a distant outpost of British imperialism." Singapore is a road to American victory—a road that must be kept open at all costs.

And we will not keep it open by the learned quotation of statistics. It will do us no good to prove conclusively, on paper, that our steel production is twice that of Axis nations. The lines of democracy will not be held by pleasant pictographs which show our supremacy in potential food supply.

No, it is not the biceps. It is what we do with them that counts.

You, universities and colleges, with all your resources will help to keep the road through Singapore open. With their lives in

many cases your students and mine will defend it. And you and I who fought before, will curse the fate and years that keep us from joining the ranks again.

For we know the alternative for whole generations of our children, and our children's children—if we should fail.

We know at last that Lincoln taught a world-wide lesson: the world "cannot endure half slave and half free."

Eleven months ago in Washington, I talked to the defense committees of colleges and universities. At that time Axis nations had systematically waged a war for several years against America and the democratic way of life. But all Americans at that time did not recognize that they were being warred upon. Certain academic steps had not been taken by the enemy. No bombs had been dropped. No legal declaration had taken place.

At that time I outlined certain principles which are basic in America's home defense.

It was then my privilege to compliment the colleges and universities on the vigor with which they were meeting defense problems. There was real evidence that they had shaken the dust of the 1920's from them and were facing the future with resolution and conviction. Far cry the defense programs developed by colleges from Maine to California, the systematic planning for the crisis of defense or a war from the general unpreparedness and apathy confusion and sometimes hysteria which marked the years preceding April 1917.

On that occasion 11 months ago I outlined four general tasks the colleges and universities could do. I would like to put them into this record. Each was a task which begins within the universities. Each was a task which extended into the community. These are the four:

Through example, counsel, and vast prestige they can serve as bulwarks of civil liberty. There must be no repetition of the persecution and hysteria which marked our record in the last war.

Through their positions as the centers of community thought, and education they can serve to extend sound information and discussion, to check and correct the rumor and propaganda which is a principal weapon of the dictatorships.

Through their educational facilities they can train the men the Nation needs—in civilian, industrial and military

life—to make our technological and material mastery more certain.

Through their influence, their facilities, and their technical services to the communities they serve they can aid vastly in the extension of programs for health, welfare, and recreation which are basic in the strength of a nation and the maintenance of morale.

Two months ago in an address to the Association of Land-Grant Colleges, I added two items to that list.

My fifth item was a challenge to the colleges and universities to tell the story of democratic achievement. Theirs is a task to analyze and add to the record of what has made America great.

I suggested on that occasion that emotions, too, are facts. America has not grown nor has any Nation grown great through cold objective determinations. National morale and achievement is composed of pride and ambition and belief. Sometimes even of error.

Emotions are facts too. A basic element in the rise of any nation is the consciousness of the Nation's greatness, the recognition of its achievements, a unity born of the sense that its people have a destiny together.

And I as an educator, had the temerity to doubt whether it is the function of education to strip the meat of emotion from the skeleton of facts and to call the result objective. America's belief in itself and thereby, America's future is in your hands.

Sixth, I challenged American education to explore America's place in the world.

Our future is not an insular future. It is not even a hemispheric future. It is a world future. Economics, geography, ethnography—view the world through whatever glasses you choose—this globe has no detachable segments. America must understand the world as it understands the scientific processes of agriculture. The world is our affair. Otherwise we will merely be a part of somebody else's affairs.

Those are the six challenges—six long and short-run tasks. They are general objectives, broad challenges. Though it was my experience and privilege to express them, they do not represent conflict with the thinking of your own councils in the free

and independent colleges and universities. They represent no very different point of view from that expressed by the many voluntary groups which have made broad and constructive contributions to the defense programs of American colleges and universities.

All those challenges have been vigorously accepted. American educators have shown that they can act. We meet today at a moment when the specific requirements of action, not general objectives, are the order of the day.

This meeting has four specific problems to discuss. The time for broad objectives is past. The time for action and administration is here. Your problems in the next two days are these:

1. To hear Government agencies tell how the colleges can most greatly contribute to the war effort.

2. To hear specifically from the Commissioner of Education what the Office of Education has been doing in its capacity as the coordination educational agency of the Government and the channel between the Federal Government and the schools and colleges of America.

3. To hear from the colleges and the universities of their activities, their needs and the services which they are prepared to extend.

4. To clear in both directions such constructive criticism as may strengthen the work at every level.

If this conference does its job effectively, it will be no conventional and formal gathering. You will have to get down to some formidable brass tacks. Here and in the months to come, many of you may even have to write off long cherished vested interests.

Here before me are representatives from small colleges and large State universities; from privately endowed institutions and others painfully *sans* endowment. There are representatives from teachers' colleges, junior colleges and technical schools, liberal arts colleges and experimental educational enterprises. Educationally, there are lions and lambs—and in the opinion of their rivals, perhaps even a jackal or two. But today you must work together.

It is more than conceivable that some of the institutions, universities, colleges or associations represented in this room may in

the years of war suffer eclipse. Others will gain in importance. But the issue today is not how to save yourself. The issue is how to save America.

Institutions who can and will serve the Nation best will live. Institutions which can't or won't, will die. And that is all together as it should be. America can well spare those who cannot serve.

Today we need closer cooperation and a closer responsibility than we did eleven months ago. There is a need for direct channels. There is a need for relating the resources of the most distant and humble college to the national effort.

It was for that reason that some time ago I asked the Commissioner of Education to set up the Office of Education Wartime Commission, to serve as a clearing house on national defense problems between the Federal agencies and the many schools, colleges, universities, associations and committees which are engaged on special phases of war work.

There is nothing in that request which is intended to supersede or impede existing organizations. In the administration of a democracy autonomy and initiative are vital elements. It was simply my intention to provide as part of my responsibility under the defense program a clear and certain channel between specialized Federal agencies on one hand and the educational resources of the Nation on the other.

There are a multitude of committees, commissions and associations operating in the many sectors of the educational defense front. I am not embarrassed to admit that I cannot always keep their policies—or even their names—straight. For my part, I needed a single direct channel in the interest of clear policy and effective action. By training and experience I am an Administrator—not a juggler.

And I have talked with many college administrators who felt the same way about the programs of multifarious Federal agencies. There is a positive obligation for government to keep its channels and policies clear. I hope our commission may serve that purpose of clarification in the interest of the most effective operation of each college and university.

There are two major contributions the Office of Education is making to the war effort.

The first lies in the field of defense training. During the past 18 months, the Office of Education has enrolled in the vocational training courses at all levels more than 2,000,000 American youth. This is in striking contrast to the approximately 60,000 who received special training at the time of the last war. They have been trained in trade schools, in technical high schools and in college departments of engineering science and management.

Special mention should be made of the work done in 10,000 rural schools which adapted their courses and utilized their social facilities to serve the needs of national defense. The work includes refresher courses as well as initial training. Two hundred colleges and universities and 1,500 public trade schools are participating.

Faster than in industry was the plan of subcontracting adapted to the creation of America's industrial Army. Bits and pieces. The utilization of every lathe and drafting board. There must be no waste if America is to win. Nothing academic about that service, that is the kind of service American education was created to perform.

And since you have done it so well, America will not pat you on the back. It will ask you to do more.

Believe me, the stuff of morale is to be found in that kind of service. The spirit is made up of details. The temple of victory will rise brick by brick.

Some months back there was established in the Office of Education a civilian morale service for schools and colleges. It was established under the general powers of the office to serve as a liaison to the State school systems and educational organizations of America. That morale service was intended to implement schools and colleges in attaining that objective of war-time educational leadership which I set up 11 months ago.

But it went beyond principles. It outlined specific actions which each of you might adapt to your local problems. What that morale service can mean to you will be one of the problems of this meeting.

But I think one of the things that should come out of that service and your deliberations, is a recognition that America is building for permanence. America is building for a finer and more socially responsible world than we have ever known before.

America will assume in the peace, new responsibilities at home and abroad.

And the coming peace will itself be no white glove affair. Making real peace will, in itself, be a hard task, a dangerous task. It will be harder and more dangerous than mining coal or rolling steel. But the objective will be worth all the risks. We cannot obtain it without the understanding and support and enthusiastic participation of every one of you.

It is creation of understanding—not merely for the war, but for democracy's peace—that the civilian morale service is dedicated.

Besides industrial training and the civilian morale service there are many activities of the Office of Education which relate to the present effort. These, in all their details, I will leave to the Commissioner. But I would not close without some reference to the difficult adjustments that face you in the coming months.

What, for example, should we do to maintain sound educational standards at all levels? How serve the shifting personnel in certain defense industries?

How shall we meet new demands for non-technical courses that provide background for the understanding of the world today? And how when we have provided them will they fit in with the conventional curriculum?

To what extent will the course of study be shortened? Already some colleges have discussed the admission of juniors from high school. That practice should be studied carefully and should proceed only with caution. Where undertaken educational standards should be set to insure that its purpose is to serve the student and the nation—not to bolster falling enrollment.

To what extent can college courses be accelerated to permit graduation in 2½ or 3 years by operating on a 12-month basis instead of a 9-month basis? And if that is needed by the Nation will Federal aid be in order to permit the full use of plant facilities and to tide over the student who formerly depended on summer vacations to earn his way?

And should the courses themselves be shortened for military experience? And, if so, how much?

Industry is mobilized on a full-time and even over-time basis.

Twenty-four hour operation means that the hours off the job are not always the customary hours of the evening. Will colleges not require special planning for the part-time student? May you not find it necessary to re-package education? Shorter courses, smaller units which will integrate soundly into a total educational pattern.

To such questions as those I cannot give you an answer. I do not believe that the answer from community to community is necessarily the same. Answers must be set by the facts and facts are often local. They may depend upon the technological requirements of employment in your local steel mill or arsenal, the cycle of the crops in your State, or the size or urgency of the wheat harvest.

Even without these variables, education does not lend itself to formulas. It is a good thing to have a St. John's and a University of Chicago and a Sarah Lawrence. It would be better, I think, if the protagonists of such institutions were less prone to regard them as patterns for the future of education. (Sometimes I strongly suspect John Studebaker when he begins to hold forth on the educational excellence of Des Moines.) No, the genius of education lies in divergence. And the present day need for adjustment to facts is even more pressing than it was in peace.

You are here today to look at facts and to facilitate action.

As I told the Office of Education Wartime Commission the other day, "you are in the Army now"—that or a Nazi straight jacket later.

Every resource of the Nation must be geared to victory.

HIGHER EDUCATION FACES THE FUTURE*

ISAIAH BOWMAN

PRESIDENT, THE JOHNS HOPKINS UNIVERSITY

THIS conference opened with a spirited address by Governor McNutt. He reminded us of what he called the "puerile pacifism" and "the fake economy" which kept us from making Wake, Guam and Manila the impregnable fortresses they should have become. "Learned scholars" and "impressionable instructors" throughout the world, said he, thought it "unfriendly and even militaristic to suggest that international politics would ever again require the use of force." Though Mr. McNutt did not qualify his words I presume he meant a *few* scholars when he said *learned* scholars. To those of us who are closer to the rank and file, it is evident that the learned scholars who overlook the rôle of force in maintaining peace are negligible in both number and influence.

I wish that Mr. McNutt had struck rather at the leaders of "back to normalcy" in 1920, who, supported by politicians willing to ruin in order to rule, repudiated the signature of Woodrow Wilson on the Covenant of the League of Nations. And I wish to point out for the record that the League Covenant calls for force and that it was supported by at least 90 per cent of the learned scholars and impressionable instructors of the world. It is not the college men of the United States who pause at this moment to shed a tear at the mention of Harding and Lodge. Mr. McNutt, we were all short-sighted because we had never pictured or known, in the modern world, leaders who drew upon the resources of deepest hell for ways and means of falsifying the truth, degrading the human spirit, tormenting their victims and calling the brightest discoveries of science with greatest promise of human benefit to the aid of a policy as diabolical as it is all-embracing. Earth can never show us again anything more foul. Never again can a nation excuse its craven thinking by saying that it did not know a victor could be so brutal.

No danger that in the peace to come we shall forget these things! For we shall black out more than our windows in this

* Address delivered at the National University and College Conference, Baltimore, Maryland, January 3, 1942.

war. Yet peace there must be in the end. It will not be a pacifist's peace. It will be a remembering peace, remembering not only Pearl Harbor, but also that war of itself is not a desirable good nor peace a necessary evil, as the Prussian doctrine runs. We shall work for good will again but remembering the forces of evil to be kept down. The faithfulness of our allies will not be forgotten in that peace. Past robberies will not be forgotten. Betrayals will not be forgotten. But peace will remember also that the next treaty must invite good faith to a seat of honor. It must provide a rallying point for that force which alone can sustain good faith. It will not be a peace of politicians again. We will not fail to remember that war never returns a nation to complacent normalcy. As Lincoln put it in 1865, war brings results both "fundamental and astounding." The learned scholars have never ceased to point *that* out in the long panorama of history, including the 20's and 30's of our present century. They will teach hereafter, as in the past, that war won us our liberties; war kept them for us; war united us as a nation; and war in December, 1941, was the alternative to slavery and death.

The learned scholars will also teach young men their duty in time of war. Above all they will teach them what we fought for when on some future day a comfortable cynic in a protected chair talks about the "war fever" of 1942. We know what we are about. We suffer from no passing hysteria. We are fighting for larger objects than war itself or even victory. We shall be *responsible* for our victory this time! If the seven seas are to be free we must make and keep them so. And to keep them free there will not be wanting warnings and teachings in Allegheny College, as in Bethany, Carleton, Dickinson, Fordham, Gettysburg, Harvard, Loyola, Michigan, Purdue, Washington, Yale and all the other one thousand American colleges from coast to coast. The colleges have led in building the temple of democracy we call America. They will continue watchfully to guard the portals of that temple and to keep the sacred springs undefiled.

So much by way of preamble and dedication. Now may I take up some important detailed results of this conference. When the Greeks wanted to foresee events they cut open a bird and looked at the spots on its liver. In America we hold a conference! At least we don't worry about spots on the liver of the American

eagle. Colin Kelly proved there weren't any. You heard Dean Barker, speaking for the Navy, count our eagle brood now developing—30,000 young eagles a year! Clearly, in the history of our Republic, Mrs. Eagle has been neglected. Japan opened on an ornithological note. We shall close on the same note. For the Rising Sun will one day be darkened by our eagles. We know their spirit for we bred them, taught thousands of them in school or in college, and now train them for war or equip them. They too know what they are about. This conference is in their interest. We have met to learn how better to advance their training and support. We have one object only—to serve our country with all the resources at our command.

The United States Commissioner of Education, Dr. Studebaker, gave us a clear statement on democratic procedure in education in both war and peace. He emphasized economics, geography and languages as deficiencies in our present scheme. I heartily agree on our deficiencies in the subject of geography in which I still have a deep professional interest. For I remember the shock I had years ago when my daughter, then twelve years old, bounced into the breakfast room one morning in June and announced "Well, daddy, I finish your subject today." Geography has been an orphan largely because it dealt with places of interest chiefly to those who were planning a winter cruise. Of it a student might say as a student said who was asked of what use was mathematics. He answered "Mathematics is of use in solving problems one would never be called upon to solve if one were not studying mathematics."

You were glad to hear of the Commissioner's emphasis on overall economics and not the economics of farm and village, of pork and wheat exports, of United States prosperity in parochial terms. Rather do we now need to know world economics, along with world geography, and the languages which implement such studies—Japanese and German as well as Arabic and Russian and modern Greek and Chinese, Spanish, Portuguese and the other languages which serve the needs of a world organization which no degree of war fatigue should ever again persuade us is none of our business.

When Selective Service took effect we were at once aware of a tragic deficiency in arms. By the time our Lease-Lend policy

came into being, it was clear that both our new armies and our Allies-to-be were supplied largely with promises. You are all familiar with the step-up that was required and that only now can be regarded as a fact, after grievous losses. We have done much but we should have done it earlier. When the pinch came the engineering schools were informed of the deficiency in trained men in a wide range of technical fields. The government at once appropriated the millions of dollars required to step up training. I do not believe that there has ever been a record such as these schools have performed without a trace of political control. Industry made its wants known, government set up an Advisory Committee on Engineering, Science and Management, defense courses were set up, and a steady stream of trained men has since been going into defense industries. Speaking for the Hopkins School of Engineering, and I suppose every school of this kind can point to a similar record, we have trained or have in training a total of little less than 3,000 men in a period of a year and a half in a school that normally enrolls about 400 a year, at the same time taking care of our normal enrolment. If there has been a shadow of politics in any of this business it has yet to be disclosed. Neither in the allocation of funds, nor in the contents of the courses, nor in the choice of instructors, nor in the placement of the graduates of the defense courses, has there been the slightest deviation from a straight course to a single object—the best men in the shortest time for the most critical spots in our production of the instruments and materials of war.

A similar story may soon be told about the nurse-training program. Through the cooperation of the Office of Education and the Public Health Service there have been provided the means, the freedom and the opportunity to expand facilities for the training of nurses, increase the enrolment through intelligent recruitment, and begin to give our rapidly growing citizen army the care that it requires and that all of our citizens demand.

In the face of expanding need in every field of training—engineering, nursing, geography, economics, languages and a score of other fields—it is neither good sense nor sound patriotism to talk of closing the colleges that cannot support the strain of greatly reduced enrolment. I do not say that all colleges can or should survive. I say only that they should not go down if they

have a contribution, distinct and direct, to the war upon which we are engaged and to the peace that we must face responsibly. If the government needs a service that the colleges can supply let them render that service and let the government pay for it. The full measure of the government's need is not yet known. We may be sure that it is greater than any of us imagine at the present time. Our useful facilities, therefore, need to be enlarged rather than diminished. In no other way can some specific training needs be supplied, unless army and navy schools are created to do poorly what the existing colleges have shown they are able to do well.

In the process of cooperating with government we shall not sell out to Washington, be we private or public universities and colleges. Self-reliance is a cardinal principle in pioneering America. It is part of our heritage and if we lose it we lose our souls. This is an emergency of the gravest kind. As General Hershey put it yesterday, we must compromise in the present in order to *have* what we shall guard in the future; we must yield to have. He did not mean that we must yield self-reliance but that we must secure financial aid to do our part in a common program that is designed to attain a common end.

Were I to review the entire work of this unique conference of educators I would be required to traverse too much ground with which you are already familiar. The management of the conference will at once formulate the sectional findings and they will print and distribute them to you within a few days. They will deal with a large number of practical matters, and above all with the question of acceleration, the reduction of the four-year college program to three, the shortening of the courses in the professional schools, the aid that students require who are deprived of the opportunity of summer earning and the maintenance of our faculties. This last is one of the most important things before the conference. We shall have to advise our faculties as well as our students. The teacher must learn that it is more important for him in certain instances to multiply himself rather than move to Washington.

Protecting the degree must be another object of deep concern to you. This is not a withholding process; it is not meant to deal academically with some empty formula; it is rather a lesson in

honesty. The college degree stands for accomplishment and we do not propose to fool students into thinking that amiable relaxation of standards is any substitute in a future career for the sterner stuff, including self-reliance and self-propulsion, that a degree attempts to label. We shall change our requirements no doubt, and no doubt we ought to, and we shall permanently change some things that have long needed changing, but we shall not cheapen higher education or call on government to take us over after the manner of totalitarian countries. He who cheapens the degree by debasing standards is perpetrating a lie. Our judgment on individual men and women should not be expressed in hours and courses. We can do with less formality. But the test of power of accomplishment should be unmistakably clear and standards high or we stultify the efforts of both students and faculty.

Over all the effort of our time, the devotion, the sacrifice, is one dark cloud that it will take all of us, joined in unheroic tasks, to dissipate. I refer to the task of determining what to do with *the force that we require to overcome force*. We faced the problem once; be quite sure that we will face it again. I would not exaggerate the occurrence, but in ten years' time so far had the world advanced after the signing of the Treaty of Versailles that Briand as French Premier could write the introduction to a book of speeches by Chancellor Stresemann. Perhaps neither side was wholly sincere but at least there was a beginning. What happened? We lost the opportunity that seemed within our grasp. Why? I will not attempt a full answer. I need only say that one of the factors in that situation was the growing menace of Russia on the east. Hitler has since felt in full measure the power of that unitary state. Today we are allies, Russia and ourselves: one may hope that we shall continue so on the road of peace. There has just been signed a compact that proclaims alliance through the period of peace-making. When victory comes will all parties honor that compact? Though many ask, and though some complain, that statesmen have no comprehensive answer, I have sought diligently and found no private citizen who has a confident answer. I know only that an answer must be found, that wisdom and intuition and experience and responsibility are among the ingredients of the answer. The victory will

come, and what shall we do with it? Only force can sustain that victory for a long time to come. In our democratic system there is room, even in an emergency, for criticism, as England has taught us, and all that we have of critical comment on ways and means must be sifted for the truth that we require.

Victory will be in two fields, combat and recovery. The impoverished nations of Europe have not the force to handle victory alone or recovery alone. America will lead the way in organization; in answering the tormenting question, how do we want to live; in the just care of our soldiers; in the fair distribution of the national income; in attempting to reduce unemployment; and in world cooperation. Only a trained people, trained in leadership, trained in analysis, *trained in agreement*, can win these great objects. To them our colleges can and will be dedicated, for they are among the highest objects to which the civilization that we cherish is dedicated, our colleges with all the rest.

THE COLLEGE IN THE PRESENT EMERGENCY*

GUY E. SNAVELY

WHEN the nations of the world reverted to savagery, for the second time in a generation, by going to war on September 1, 1939, college leaders in the United States immediately organized for action. They foresaw at once that our country would become more or less involved in a short time. And such was the case, even before the forces of education could be fully coordinated.

The leaders in the colleges and universities combined their efforts under the aegis of the American Council on Education, which had been organized by them at the time our country entered World War I as the channel for the combined forces of higher education in the service of the nation. A committee was set up immediately to look after the interests of the colleges in connection with the military services. The committee was composed of representatives from the American Council on Education, the Association of American Colleges, the Association of American Universities, the Association of Land Grant Colleges and Universities, the National Association of State Universities and the National Catholic Educational Association. This committee was influential in the final formulation of the present Selective Service Act. Upon invitation of the Senate Committee on Military Affairs, it appeared at a hearing on the bill in the early summer of 1940, when it was decided to raise the minimum age limit of persons selected for military service from 18 to 21.

Later in the summer the unified efforts of higher education were joined with those of the leaders in other levels of education in the formation of the National Committee on Education and Defense. This committee, which was organized in August, 1940, represents some sixty national educational associations.

The full committee has had meetings about every six months to lay out general policies and hear reports of subcommittees. An executive committee, 18 in number, meets more often and determines administrative policies.

* Written originally for the *Journal of Educational Sociology* (February, 1942).

There are six subcommittees, responsible for the following activities: Teaching Materials, Vocational Training, Pre-service Education, College Women and National Defense, Latin-American Educational Activities and Military Affairs.

The last mentioned subcommittee has been more active than the others because of the rapid change in the military situation. Up to the present, it has been devoting most of its time to Selective Service. Upon request of the Selective Service authorities it has cooperated in the drawing up of certain portions of the regulations which deal with college men.

The executive secretary of this committee, as well as of several of the other subcommittees, is Francis J. Brown, on leave of absence from the faculty of New York University under a grant of the Carnegie Corporation. He is the editor of the bulletin *Higher Education and National Defense*. This bulletin goes to the colleges, universities and various Government agencies. It contains factual material concerning developments that are of especial import to the colleges. Through the bulletin definite leadership has been exerted in the promotion of policies and programs of action, especially with regard to Selective Service.

The Subcommittee on Military Affairs has organized two national conferences. The first one was held in February, 1941, at which representatives were present from 450 colleges scattered throughout 42 states. Prominent personages in Government defense agencies participated in this conference. A smaller conference of representatives from college and university associations met on July 30-31, 1941, to consider with representatives from Government departments the needs of national defense and the particular types of service which the colleges could render most effectively.

The Subcommittee on Military Affairs, with the addition of specialists in several educational fields, has served also as a subcommittee of the Joint Army and Navy Committee on Welfare and Recreation. A number of meetings have been held to discuss plans for an improved educational program for the men in the armed forces. It has been the writer's high privilege to visit officially a number of camps and army posts in Maryland, Alabama, Georgia and Florida, where he was able to discuss the educational programs with the fort, post and regimental morale

officers. The Subcommittee on Military Affairs has been asked to advise the War Department in the development of plans for the readjustment of men who have completed their military service.

The Subcommittee on College Women and National Defense, under the chairmanship of President Meta Glass of Sweet Briar College, has had several meetings. It has prepared two reports which have been published. The committee urges that young college women should realize that they must continue to secure "an education which will fit them to carry on their usual work in society while at the same time acquiring skills that are more needed in defense than normally, such as service in health, nutrition, home nursing, business skills and recreation."

The Subcommittee on Pre-service Education has already published two pamphlets entitled *Is Your Number Up?* and *Attention! To Your Health*. It is proposed to publish a third pamphlet which will deal with educational opportunities for the men in the armed forces.

The Subcommittee on Teaching Materials has prepared six pamphlets on defense problems intended for high school teachers and students. Similar pamphlets are being prepared for college teachers and students. Consideration is being given to a special series which will deal with the four fundamentals of public morale—health, education, recreation and welfare.

The Subcommittee on Vocational Training has had a series of conferences with representatives of Government agencies. It has drawn up eleven recommendations concerning "the relationship of state and local defense agencies and federal training agencies."

It is pointed out that agencies should not be developed through federal funds that will duplicate existing educational agencies. The committee suggests that the "existing regular educational agencies be adjusted, expanded and utilized to meet the needs of the times."

The Subcommittee on Latin-American Educational Activities was organized to assist the office of the Coordinator of Inter-American Affairs. The committee is preparing 250 exhibits, which include books, maps, photographs, dioramas and other teaching materials for the use of the schools and colleges.

A most significant contribution from the university world is the

work of the National Defense Research Committee. This committee is an official arm of the Federal Government. It is made up of America's foremost scientists under the chairmanship of President James B. Conant of Harvard University, who spends half of his time in Washington. This committee has been created as an executive agency to utilize the existing laboratory facilities, industrial as well as collegiate, for speeding up scientific research on the instrumentalities of war. The committee has subdivisions considering various branches—chemistry, physics and others. The Army and Navy have liaison officers attached to the various subcommittees, thus the scientists are kept in close touch with the armed forces. Obviously this research pertaining to modern warfare is of secret nature and only those scientists are accepted who have the approval of the Army and Navy.

Fortunately many of the problems under investigation can be distributed to scientists in their own universities, thus permitting them to carry on their normal college functions as far as possible. In a few cases, as at the Radiation Laboratory of the Massachusetts Institute of Technology, a large group of physicists has been assembled to carry on work of great importance which is highly confidential.

It is interesting to note that in World War II the scientific investigations are carried on more by the physicists than by the chemists as was the case in World War I.

According to a recent report from the National Defense Research Committee "probably 75 per cent of the more distinguished research physicists of the country (those starred in **AMERICAN MEN OF SCIENCE**) who are available are now at work on war problems." Doubtless, within a few months the remaining 25 per cent will be likewise involved.

Already some one thousand scientists, who range from young Ph.D. graduates to senior professors, are working in the colleges and universities under the direction of the committee. Some seven hundred scientists are also at work for the committee in industrial plants.

The committee reports that during the past year two hundred seventy contracts have been placed with forty-seven different universities and technical colleges, and that one hundred fifty-three contracts have been allocated to thirty-nine industrial firms. Ten million dollars have been appropriated for these contracts.

Two large grants have been made by Congress through the U. S. Office of Education for offering through the colleges "refresher" and other courses in engineering. Thousands of men have enrolled in these courses in hundreds of colleges. The amount appropriated for the college year 1941-42 was \$116,122,000. For the preceding year a somewhat smaller sum was voted by the Congress.

At the request of the Federal Government a committee has been set up under the chairmanship of President Leonard Carmichael of Tufts College for the compilation of a roster of persons who would be available and valuable for all types of defense agencies. This roster includes experts not only in the sciences but in other fields. Already thousands of names have been filed and tabulated.

Recently a Commission on Colleges and Civilian Defense has been organized as an integral part of the Office of Civilian Defense. The writer has been chosen as chairman of this commission and Francis J. Brown as its executive secretary. The commission will be concerned primarily with the organization of college and university defense units, which will work with state and county units for the training of students in the areas of protection from air raids, fires and in first aid and nursing courses.

Individual colleges and universities have established Defense Committees. Some of these local committees have been very active.

This war, like all others, must come to an end sooner or later. The colleges must be alert as to the crisis they will face in a world neo-construction. The Association of American Colleges, in realization of the problems its members will face and of the responsibilities they have in educating a leadership for a new world, has appointed a strong commission to study and make recommendations on the post-war problems of the colleges.

The liberal arts college is a priceless American institution. Millions of dollars have been spent for its support by states and municipalities. Individuals have given more liberally to its support than to any other charitable object, including hospitals and churches. It has received millions also through wills.

In the present war crisis and the more serious crisis to be faced in the post-war world, the American college must not be allowed

to suffer through thoughtlessness on the part of those in high position responsible for formulation of national policies. The reservoir of educated leadership must be maintained for needs that will become more and more imperative as the war emergency unfolds. It will be even more imperative for the solution of post-war problems, which will be literally stupendous.

The reduction of the minimum age limit for the draft to twenty will create a serious problem for the colleges unless real understanding is evinced by those in authority. More than fifty per cent of the men in the junior class and practically all seniors are within the Selective Service age. General Hershey has given instructions to the sixty-five hundred draft boards throughout the nation to use their best judgment in deferring from induction students certified as capable and in good standing who are preparing to be engineers, physicians, dentists, pharmacists, scientists in the fields of physics, chemistry, geology, biology, etc. These instructions were sent out after careful survey had been made through the U. S. Office of Production Management in cooperation with the National Academy of Science and the Subcommittee on Military Affairs of the serious shortage of men in these particular fields. Studies are also being made to determine whether students in other areas should be included in the instructions for deferment of induction. In the total allocation of man power the retention of men in training for essential occupations is vital to the national safety.

In an earnest plea for the saving of the colleges during the war crisis, I am not thinking of preserving them for the benefit of administrators and professors, but for the absolute value they have for the maintenance of national safety, welfare and interest. We must have a supply of educated leaders. There will neither be progress nor prosperity if we fail at this point. College professors have been able to live all these years on mediocre salaries. In periods of depression they have tightened their belts and survived salary cuts. The professors can eke out a living, but the nation will die without its colleges.

A glance at the record of the colleges during past wars which caused great dramatic upheavals in our national life will be helpful in predicting what we may expect. During the American Revolution, the famous College of Philadelphia, for whose begin-

nings Benjamin Franklin was largely responsible, practically went out of existence in 1779. Its survival was insured by a grant from the colonial government, which was made with the understanding that the college be continued as the University of Pennsylvania. In the war between the states, most of the Southern colleges were closed. Likewise, the colleges in the North suffered tremendously. For instance, there was but one senior in the class of 1864 at the University of Wisconsin. In World War I, many colleges were saved from extinction by the educational statesmanship of President Woodrow Wilson and Secretary of War Newton D. Baker, who authorized the establishment of Students' Army Training Corps in all of the colleges that enrolled men.

The small struggling colonial colleges educated those brilliant young men who were largely responsible for writing those two immortal documents, the Declaration of Independence and the Constitution of the United States. Thomas Jefferson was an alumnus of William and Mary, James Madison of Princeton and Alexander Hamilton of King's College (now Columbia University).

For the duration of the emergency, the facilities of the colleges will be strained to the utmost in many directions. There is already a marked scarcity of engineers, physicians, dentists and scientists of various kinds. The colleges must not under pressure reduce their standards for educating men in these professions. As previously indicated, the Selective Service authorities have taken cognizance of this situation.

At the conference of college administrators and Government officials held in Washington on July 30-31, a high officer in the air arm of the War Department stated that there was need of one thousand new pilots per week. With the outbreak of war the minimum of two years of training for men accepted for this service has been dropped but this officer and other colleagues of his claim that the courses given in the average liberal arts college are just what are needed, with some emphasis on English and a requirement of the minimum in mathematics.

In the late summer of 1941 President Roosevelt sent a message to the annual meeting of the American College Publicity Association in which he emphasized the continuous need of "men and

women with college training. . . . Later we shall need men and women of broad understanding and special aptitudes to serve as leaders of the generation which must manage the post-war world."

For the solutions of the ever-pressing economic, social and political problems that arise during the emergency, and will arise thereafter, we must look to the colleges as a first source of supply, as well as for the training of scientists and technicians.

For the new world that will arise after the peace concluding World War II there will be needed many more educated young men to organize a world federation of nations, a world court, a world police and a social order that will preclude the volcanic upheavals we are now suffering under the totalitarian onslaught.

It has been suggested by some leaders among independent colleges that the Government gives subsidies in the present crisis. Such a policy would be justifiable if assurance could be given that Government direction would not be involved. It is to be feared, however, that Government control will follow Government support. Of course, there could be no distrust whatever with regard to a grant by the Federal Government to any one or several universities for specific projects, like scientific research.

Our magnificent dual system of higher education has been the backbone of the great American democracy. The independent and the state-supported colleges are needed to supplement and complement each other in their aims to educate democracy's leaders. The democratic way of life cannot survive the waves of totalitarianism that have begun to lap at our shores and to threaten our very existence if the two-fold system, which is the genius of our educational philosophy, is unbalanced by the imposition of state supervision.

REPORT OF THE EXECUTIVE DIRECTOR

GUY E. SNAVELY

HIGHER education must have for the coming year an intelligent and a consecrated leadership. The Selective Service and other war measures have already disturbed its program. More drastic changes are quite possible.

In order to gain the victory in this dreadful war and also to win the peace at its conclusion the nation must have a steady flow of educated leaders. This is not only true for the military forces and governmental agencies, but equally so for industry, business and the professions.

Very wisely has the Selective Service made provision for deferment of induction of those college students training to be physicians, dentists, veterinarians, engineers, physicists, chemists, biologists, geologists. Regulations for deferments were made only after a careful survey showed that there were prospects of a deficiency of trained men in these areas. The deficiency has been quite notable in some fields, especially in the field of medicine.

Because of the lowering of the minimum age for Selective Service, most of the colleges have decided to accelerate their programs. For some years about two-thirds of the member colleges in the Association of American Colleges have had summer sessions. The length of these sessions has varied from six to twelve weeks. The tendency now is for colleges to have full summer quarters of twelve weeks in length.

With this acceleration in the college program, the capable student will be able to complete graduation requirements in three years. If similar acceleration can be made in the grades, another year can be saved in the educational process. For brilliant pupils it has been possible for some time to save a year, sometimes more, in the pre-college programs.

With the saving of the two years suggested above, the average young man should be able to complete his college course and be ready for the call to Selective Service at the age of twenty. Up to the present the average age for graduating from college has been about twenty-two.

Announcement has been made by leaders in medicine and engi-

neering that schedules are being accelerated in those fields so that another year will be saved for the men going into the professions so important in the success of the war.

Colleges are making changes in the curriculum to meet the exigencies of the situation. New courses have been added and others have been given a bias of a military nature. Wisdom would indicate that much poise is necessary in proposals for curricular shifts, as the men still need as much time as possible for a well-balanced curriculum of humanities, social sciences and the natural sciences.

Some real heart-searching and rethinking may be quite necessary for changes in the college curriculum. It would seem quite in order for colleges to insist that students be able to read before being admitted to college, thus obviating college courses in reading. It is possible that learning the alphabet would again become respectable and even some acquaintance with the multiplication table would not be unprogressive.

It is evident that the war will be won more quickly if we can increase tremendously our air forces both on land and sea. In addition to courage and intelligence the pilots and men in other branches of the air services must have fundamental collegiate courses in mathematics and the natural sciences. Offerings in the high schools and colleges must be available for training thousands of such men.

Since the colleges are going on the year round basis, no opportunity for self-help will be given to the great number of students who are obliged to work in the summer time for their college expenses. It may be expected that the Federal Government will make loans or grants, which may be as important now as lease-lend legislation, to such men of real merit and patent need. Loans or grants would logically come through the United States Office of Education. This office has been successfully distributing federal grants for the past two years to men needing "refresher" courses in engineering and other subjects of importance to the successful prosecution of the war.

The Navy Department has set up plans whereby competent college juniors and seniors can enlist as candidates for deck, engineering and aviation officer commissions in the Naval Reserve. The scheme is to keep these men in college until com-

pletion of graduation requirements, though they will be on the rolls and in the pay of the Government.

If war emergency grants or loans were made to the students and not to the colleges, there would be no tendency for governmental control that would inevitably follow outright gifts to individual colleges and universities. Such control, of course, does not involve *quid pro quo* arrangements by which grants are made to colleges for use in certain research projects, the results of which accrue to the benefit of government agencies. The dual system of higher education whereby the state supported and the independent colleges complement and supplement each other has been responsible for the advancement of our democracy. The loss or impairment of the independent college will tend rapidly toward a totalitarian form of government.

In addition to the regular duties of the office, the Executive Director has served on a number of boards and committees as representative of the Association. The most recent one, appointed by Commissioner John Studebaker, is called the United States Office of Education Wartime Commission. It held its initial meeting in Washington on December 23 and is composed of thirty-three persons. As a member of the Division of Higher Education of this commission I attended another meeting in Washington on December 30.

As a member of the Committee on Education of the Joint Army and Navy Committee on Welfare and Recreation, I have made three trips to Washington, another trip there as a member of the Commission on Colleges and Civilian Defense, another as a consultant for the Division of Cultural Relations of the United States Department of State, and on another day to attend a conference on proposed amendments to the Social Security Act.

Seventeen other trips were made to Washington and Baltimore in my capacity as a member of the standing Committee on Military Affairs and of the executive committee of the National Committee on Education and Defense. In all, these war work committees have caused me to spend thirty days in Baltimore or Washington during the current year.

It was a rare experience to be a week-end guest, in company with President Remsen D. Bird, at the White House on November 22 and 23. President Roosevelt seemed greatly pleased at our

invitation to be the principal speaker at our next annual meeting. Though obliged to decline the request, he declared that he had an important task for the colleges which he would communicate to us later.

On the day after Pearl Harbor we sent the following telegram to the President:

THE ASSOCIATION OF AMERICAN COLLEGES
PLEDGES ENTHUSIASTIC AND LOYAL SUPPORT
IN PRESENT CRISIS. WE STAND READY TO
HELP IN ANY WAY POSSIBLE.

On December 15 we sent this telegram to President Roosevelt:

SPEAKING FOR THE ASSOCIATION OF AMERICAN COLLEGES, WE EARNESTLY HOPE YOU WILL MAKE A BRIEF STATEMENT URGING COLLEGE STUDENTS TO REMAIN AT THEIR POSTS UNTIL CALLED THROUGH THE REGULAR CHANNELS OF SELECTIVE SERVICE.

Secretary Early sent the following response, dated December 16, 1941:

"This acknowledges your telegram of December fifteenth, addressed to the President. Until it is possible for the President to enunciate a new policy, should that be desirable, the best I can do is to forward to you herewith copy of release put out at the White House on August 14, 1940."

"We must have well-educated and intelligent citizens who have sound judgment in dealing with the difficult problems of today. We must also have scientists, engineers, economists, and other people with specialized knowledge, to plan and to build for national defense as well as for social and economic progress. Young people should be advised that it is their patriotic duty to continue the normal course of their education, unless and until they are called, so that they will be well prepared for greatest usefulness to their country. They will be promptly notified if they are needed for other patriotic services."

At the request of Brigadier General Frederick Osborn, head of the morale branch of the United States Army, I made official visits during the summer to investigate educational opportunities for soldiers in the following military camps:

Fort McClellan, Anniston, Alabama
Maxwell Field, Montgomery, Alabama
Fort Benning, Columbus, Georgia
Camp Blanding, Florida
Fort McPherson, Atlanta, Georgia
Fort George G. Meade, Maryland

My reaction to the efforts of the morale branch in providing suitable educational work for the soldiers was quite favorable.

Other detailed operations of the Executive Director's office have been given in the twenty General Letters that have gone to the members during the year.

It has been my good fortune to visit since the last meeting seventyone colleges in seventeen states. I have had opportunity to speak at thirteen of these colleges.

My thanks and appreciation are given the eight colleagues on the office staff for their cooperation and fine service. I am especially grateful for the opportunity to serve with Dean Samuel T. Arnold, Director of the Arts Program. I am sure that the many members who know him join me in best wishes to my former secretary, Don Sims, who is now staff sergeant in the Army and is attached to the secretariat of Lieutenant General Hugh A. Drum, Commander of the First Army, U. S. A.

During the four years Sergeant Sims has been on the staff he carried a full course in the evening division of the New York University Law School, where he obtained his Bachelor of Laws degree the past June. A few weeks later he was successful in passing the New York State Bar examinations. Immediately thereafter he enrolled as a private in the Army.

May I conclude this report of a most momentous year in the history of higher education by recording my warmest thanks and heartfelt gratitude to our colleague, President Remsen D. Bird, for his unflagging loyalty and stimulating support.

REPORT OF THE BOARD OF DIRECTORS

THE Board of Directors has held five meetings during the year, January 10, 1941 in Pasadena, May 8, 1941 in New York, July 30, 1941 in Washington, November 8, 1941 in New York, and January 1, 1942 in Baltimore. There was a good attendance of Board members at all these meetings.

Naturally the Board has devoted the major portion of its discussions to problems connected with the colleges and the War. A number of proposals will be offered this morning for discussion and possible action by the members of the Association.

After consultation with and approval by officers of the Carnegie Corporation, the Board closed out and transferred to the general account the balances held in the accounts of two of the projects subsidized by the Carnegie Corporation. The balance from the Branscomb Study of college libraries was \$732.29, which was earmarked for usage in a manner consistent with the original purpose of the grant. The balance on the publication of Dr. Robert L. Kelly's book on "The American Colleges and the Social Order" was \$23.37, against which there was a mailing charge made by the Macmillan Company slightly larger than that amount.

According to action taken at the last annual meeting, the Board appointed the following as a committee to represent the Association in a joint study with the Association of American Universities "relative to the problems of endowment income for American educational institutions in consideration of the present economic conditions":

President James R. McCain, Agnes Scott College, *Chairman*

President John L. Seaton, Albion College

Financial Vice-President George A. Brakeley, Princeton University

Comptroller LeRoy E. Kimball, New York University

Executive Director Guy E. Snavelly

This committee met in New York on December 10. President Harold G. Moulton of the Brookings Institution proposed a plan at the joint meeting of the two committees, which was received sympathetically, but action on which was postponed until a later

meeting. The members of the joint committee appointed by the Association of American Universities are:

President Ray Lyman Wilbur, Stanford University,
Chairman
President Isaiah Bowman, Johns Hopkins University
Dean Edwin B. Fred, University of Wisconsin
Provost E. S. Furniss, Yale University
President Virgil M. Hancher, State University of Iowa

For the travel expenses of the members of the joint committee a grant of one thousand dollars was made to the Association of American Colleges by the General Education Board of New York. A letter of thanks for this cooperation has been sent.

The Board appointed from its membership Presidents McAfee and Tolley and Executive Director Snively a committee to make a study and report on the question of overlapping associations and increasing costs to member colleges for the support of subordinate associations. This committee has obtained some very valuable information and may be in a position to make an early report on information gleaned from questionnaires sent to the member colleges.

Consideration has been given to the various amendments to the Social Security Act. The Executive Director has been in conference on a number of occasions with representatives of the other non-profit, scientific, charitable and religious groups. At the request of Chairman Weld of the Committee on Insurance and Annuities a questionnaire was sent to the members for statistical data. President Weld will summarize the situation in the annual report for his committee. It is quite apparent that the membership is still of the opinion that inclusion of the colleges under the Unemployment Compensation titles of the Act would be unfortunate and unsatisfactory.

The Board kept in close touch with the proposals for amendments to the Selective Service Act. It was represented by subcommittees at several different hearings held by the United States Senate Committee on Military Affairs.

At the May 8 meeting of the Board and on December 8, the day after the disaster at Pearl Harbor, telegrams were sent offering full support in the emergency to President Roosevelt.

The Board has acknowledged with deep gratitude a grant of

\$48,000 from the Carnegie Corporation, a final grant for the continued operation of the Arts Program for the next three years. More details of this matter will be given in the report of Chairman Fitzgerald of the Arts Commission and Director Arnold of the Arts Program.

At the conclusion of the May 8 meeting of the Board, the members adjourned to the Biltmore Hotel to participate in the luncheon session of a Conference of the Arts Program convened throughout the day by Dean Arnold. This conference included also members of the Commission on the Arts and the faculty-artist visitors who have represented the Association in concert and lecture during the past five years. There were present also other prominent persons representing foundations and museums. Director Francis Taylor of the Metropolitan Museum of New York was one of the speakers at the conference.

The Board authorized the holding of a number of regional conferences to discuss the relationship of the colleges to the war situation. To these conferences are invited the president, the dean and four students from each member college.

Very enthusiastic and epoch-making conferences were held at Wellesley College on November 10 and at Occidental College on December 13. The report of the former appears in the current issue of the *Association Bulletin* and also in *School and Society* for December 20, 1941. The latter is reported also in this issue.

By vote of the Board a suggestion was made to every member college that a convocation on "The Colleges and National Defense" be held on the forenoon of November 11 under the joint direction of the college administration and student leaders. According to reports, many successful convocations were held.

In realization of the important role the colleges should play in the problems that will inevitably arise from the present war, the Board appointed a commission to make a study and propose recommendations. The following have accepted appointment on this new Commission on Colleges and Post-War Problems:

President Henry M. Wriston, Brown University, *Chairman*

President Remsen D. Bird, Occidental College

President Gordon K. Chalmers, Kenyon College

Dr. Stephen Duggan, Institute of International Education

President Harry Gideonse, Brooklyn College
President Mildred McAfee, Wellesley College
President Irving Maurer, Beloit College
President Felix Morley, Haverford College
President E. V. Stanford, Villanova College
President John J. Tigert, University of Florida
President Ernest H. Wilkins, Oberlin College

A vote of thanks was extended by the Board to the Honorable Henry S. Drinker of Philadelphia who gave, through the Arts Program, sufficient copies of "Bach Choral Texts with English Translations and Melodic Index" to be sent gratis to the president of each member college, and an additional copy to the music director upon request. This book is designed as an aid to choral directors and others interested in music. This gift of Mr. Drinker is another evidence of his generosity in supporting the choral library division of the Arts Program. His donations have been quite noteworthy and most helpful during the past few years.

Approval was given by the Board to the appointment of Executive Director Snively as its representative on the Commission on Colleges and Civilian Defense set up by Mayor F. H. LaGuardia, the United States Director of Civilian Defense. At the initial meeting of this Commission the Executive Director was elected its chairman.

Approval was voted for publication in the December issue of the BULLETIN of the tribute of President Bird to Frederick P. Keppel, who retired as president of the Carnegie Corporation on November 18, 1941. The Board was unanimous and enthusiastic in expressing its opinion that Dr. Keppel had been an unusually fine friend of the Association and of higher education in general during his presidency of the Corporation.

The following colleges are approved for election to membership:

Fenn College, Ohio
Quincy College, Illinois
Rhode Island State College, Rhode Island
Seattle College, Washington
University of Kansas City, Missouri
University of Newark, New Jersey

The application of several colleges have been laid on the table for later action. One college was dropped from membership for non-payment of dues.

REPORT OF THE TREASURER

LEROY E. KIMBALL

COMPTROLLER, NEW YORK UNIVERSITY

SCHEDULE A

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS GENERAL FUND

January 1, 1941 to December 31, 1941

Balance, January 1, 1941		\$14,085.67
Receipts		
Membership Dues 1939 and 1940	\$ 875.00	
1941	27,000.00	
1942 in advance	200.00	
		<u>\$28,075.00</u>
Bulletin and Reprints		2,298.67
Books		105.76
Refunds of Advances		400.00
Transfer from other funds		755.66
Interest		245.17
Contribution		6.66
Grant from General Education Board		1,000.00
		<u>32,886.92</u>
Total Receipts		<u>46,972.59</u>
Disbursements		
Annual Meeting	\$ 1,133.45	
American Council on Education	100.00	
Committees and Commissions	1,703.45	
BULLETIN and Reprints	3,975.85	
Government Relationships	947.63	
Regional Conferences	345.21	
Office		
Auditing	\$ 50.00	
Equipment	75.87	
Expenses	1,366.93	
Rent	1,899.96	
Salaries and Annuities	15,911.09	
Travel	349.10	
		<u>19,652.95</u>
Contingencies		313.40
		<u>28,171.94</u>
Total Disbursements		<u>28,171.94</u>
Balance December 31, 1941		<u>\$18,800.65</u>

SCHEDULE B

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS
SPECIAL PROJECTS

January 1, 1941 to December 31, 1941

Arts Program

Balance, January 1, 1941	\$17,596.85
Receipts	41,296.28
	<hr/>
Disbursements	\$58,893.13
	42,463.70
	<hr/>
Balance, December 31, 1941	\$16,429.43

Library Project

Balance, January 1, 1941	\$ 732.29
Disbursements	732.29
	<hr/>

The American Colleges and the Social Order

Balance, January 1, 1941	23.37
Disbursements	23.37
	<hr/>

Circulating Library of Choral Music

Balance, January 1, 1941	\$ 4,143.31
Receipts	314.11
	<hr/>
Disbursements	\$ 4,457.42
	1,582.56
	<hr/>
Balance, December 31, 1941	\$ 2,874.86

Everett Dean Martin Appropriation

Balance, January 1, 1941	\$ 3,468.80
Disbursements	3,468.80
	<hr/>

SCHEDULE C

STATEMENT OF CASH BALANCES

December 31, 1941

Funds	
General Fund	\$18,800.65
Arts Program	16,429.43
Library Project	
The American Colleges and the Social Order	
Circulating Library of Choral Music	2,874.86
Everett Dean Martin Appropriation	
Total	\$38,104.94
Composed of Balances in	
Guaranty Trust Company	\$14,946.74
Bowery Savings Bank	7,230.36
Emigrant Savings Bank	8,194.74
Union Dime Savings Bank	604.16
West Side Savings Bank	7,078.94
Cash on hand	50.00
Total (as above)	\$38,104.94

SCHEDULE D

BALANCE SHEET

December 31, 1941

Assets

Cash in Banks and on Hand	\$38,104.94
Furniture and Equipment at Estimated Value of	1,564.42
Circulating Library of Choral Music at Estimated Value of	10,680.25
Deposit, American Air Lines	425.00
Total	\$50,774.61

Funds

General Fund	\$20,156.96
Arts Program	17,062.54
Library Project	
The American Colleges and the Social Order	
Circulating Library of Choral Music	13,555.11
Everett Dean Martin Appropriation	
Total	\$50,774.61

Tait, Weller & Baker
Accountants and Auditors
Philadelphia—New York

We certify that in our opinion the foregoing statements of Cash Receipts and Disbursements for the year ended December 31, 1941, of the

ASSOCIATION OF AMERICAN COLLEGES

properly present the transactions for the year as recorded in the books, and that the balances shown are in agreement with the balances shown by the banks.

TAIT, WELLER & BAKER
(Signed) Emile Z. Baker
Certified Public Accountant

Statement of Income and Expenditures for the Years 1938, 1939, 1940, 1941 as Compared with 1942 Budget

	Income			Expenditures		
	1938	1939	1940	1941	Budget 1942	
Membership Dues	\$26,400.00	\$27,275.00	\$27,675.00	\$28,075.00	\$27,500.00	Budget 1942
BULLETIN and Reprints	2,366.35	2,663.24	2,595.79	2,298.67	2,100.00	\$ 1,000.00
Comprehensive Examinations	128.53	119.79	83.64	45.82	15.00	100.00
Music and other Art Books	123.30	70.59	84.50	59.94	15.00	1,800.00
Miscellaneous: { Interest	603.70	290.73	279.14	245.17	200.00	3,500.00
{ Other	6.50	6.66	6.66	2,162.32		1,000.00
Total Income	\$29,828.38	\$30,426.01	\$30,724.73	\$32,886.92	\$29,830.00	300.00
Expenditures						
1938		1939	1940	1941		
Annual Meeting	\$ 489.70	\$ 749.54	\$ 1,061.92	\$ 1,133.45		
American Council on Education	100.00	100.00	100.00	100.00		
Committees and Commissions	1,044.05	2,101.97	2,029.92	1,703.45		
BULLETIN and Reprints	2,942.62	3,144.09	3,376.00	3,975.85		
Christian Education Subscriptions	224.10					
Government Relationships	414.08		1,431.68	947.63		
Regional Conferences	846.60		65.05	345.21		
Additional Appropriation for Annuity—Robert L. Kelly		1,170.56				
Secretarial help—Robert L. Kelly		1,600.00				
Headquarters Office:						
Rent	1,899.96	1,899.96	1,899.96	1,899.96	1,900.00	
Office Expenses	877.52	1,031.27	929.39	1,366.93	1,300.00	
Office Equipment		116.79		75.87	100.00	
Auditing	35.00	25.00	50.00	50.00	50.00	
Travel	435.56	464.57	387.11	349.10	500.00	
Salaries and Annuities	16,326.17	16,173.65	16,094.84	15,911.09	17,500.00	
Contingencies	55.93	41.50	274.93	313.40	200.00	
Deposit—American Air Lines		425.00				
Total Disbursements	\$25,691.29	\$29,043.90	\$27,700.80	\$28,171.94	\$29,250.00	
Balance on Current Operations	\$ 3,937.09	\$ 1,382.11	\$ 3,023.93	\$ 4,714.98	\$ 580.00	

REPORT OF THE COMMISSION ON THE ARTS

R. H. FITZGERALD

PROVOST, UNIVERSITY OF PITTSBURGH

THE most important event of the past year is the receipt from the Carnegie Corporation on November 21, 1941, of a final grant in the amount of \$48,000 (to be supplemented by \$6,000 from the budget of the Association) to provide for the continuation of the Arts Program for the next three years.

In spite of the uncertain position of our colleges in the present emergency, the activities of the Arts Program thus far in 1941-42 compare favorably with the same period last year. This report, beginning where the comprehensive report on "The First Five Years of the Arts Program" ends, brings the record of our work up to date and indicates certain lines of possible future development to meet existing conditions.

The interest shown in the nationally-known concert artists this season has more than justified our decision to continue this service. Twenty-two colleges have already completed arrangements for two-day visits by artists listed in our booklet—five more than had engaged artists at this time last year. Regional Tours have been arranged for the young American pianist, John Kirkpatrick, and for the singer, Ernst Wolff. This part of our work, which it is hoped will eventually be taken over generally by the regular commercial managements, has been continued from year to year for the benefit of those colleges which insist upon two-day engagements for their concert artists and for those which count on us to supply them with distinguished musicians who have the interests of the colleges in mind.

This year the colleges have been slow to accept the Faculty-Artist Visit offers which were sent to them last spring. Unwilling to make commitments before the problems of enrolment for 1941-42 could be solved, many of them shelved the offers for consideration at a future date. Of the twenty-nine visitors listed in our booklet, nine were scheduled to make November tours. When in early September only four tours were complete, we sent out follow-up letters which brought good results. In one case, where no tour materialized in the announced zone, we opened up

a new territory and secured more acceptances than the man could take in the period of his leave. As a result, with but one exception, each of the fall visitors had a complete tour. Although dates have not yet been assigned, we already have the full quota of acceptances for all but one of the visitors scheduled for winter and spring tours. Eleven colleges which accepted visits after the tours had been filled were put on the waiting list for next season. A forecast for the season 1941-42, as compared with the actual figures for last year, shows that approximately the same number of colleges are making a place for Faculty-Artist Visits in their budget.

	No. visitors	No. visits	No. colleges served
1940-41	25	121	106
1941-42 (forecast)	29	127	100

However, the fact remains that there were fewer spontaneous acceptances than there have been in the past. Our plans for next year should take this situation into consideration. Although reduced budgets and uncertainty as to the future are important factors, it may also be that some changes are needed in the group of visitors offered, several of whom have been attached to the Program for four or five years.

New experiments in Faculty-Artist Visits this year include our cooperation with the American Museum of Natural History, which has released Dr. Charles Russell, Curator of Education and Natural Sciences, and Dr. Clyde Fisher, Honorary Director of the Hayden Planetarium, to make college visits for us, and with the Metropolitan Museum of Art, which has released Dr. Emanuel Winternitz, a lecturer in Comparative Aesthetics, for that purpose. Dr. Fisher has already completed his series of visits with very satisfactory results.

The Carnegie Corporation, by assisting in the financial arrangements, has again made it possible for a limited number of member colleges to have Dr. Paul van Zeeland, former Premier of Belgium, as a visitor. He has already visited five institutions and, before going to England at the end of January, will visit two more. Because of the demands upon Dr. van Zeeland as Presi-

dent of the Coordinating Foundation, he has been able to accept only the seven engagements which have been fitted into his busy schedule between trips to South America and England.

Because Dr. van Zeeland is so admirably qualified to deal with current world problems and to instill faith in the future, he occupies an important place in a program such as ours. Perhaps our future work should, if possible, include other visitors in the international field who, like Dr. van Zeeland, have the background and experience to enable them to obtain a perspective in times of crisis.

The seventeen major works of the Circulating Library of Choral Music are in constant use among the colleges. From September, 1941 to date fourteen different institutions have used the collection. So far this year we have had to disappoint eighteen colleges requesting particular works because all available copies were in use elsewhere. Three of these colleges have made reservations for the fall of 1942-43. Although the demand continues to exceed the supply, it still seems the wiser course to expand the library, whenever possible, by the addition of new works rather than extra copies of those already available.

The Drinker Collection of the Circulating Library has been augmented to a total of 125 selections and now includes more than 70,000 copies of choral music. Scores and instrumentations for many of these works are now available. Since September, 1941 sixty-eight colleges have used seventy-five different works from the Drinker Collection. As a supplement to the collection of Bach Chorales, Mr. Drinker has prepared and had printed for distribution among the colleges, without expense to the Association other than postage, a booklet, *BACH CHORALE TEXTS*, etc. To judge by the 325 enthusiastic letters of thanks and appreciation which have come from the colleges, it is evident that Mr. Drinker has made another valuable contribution to music in the colleges. We have received over 200 requests for additional copies of the booklet which, because of Mr. Drinker's generosity, we shall be able to grant.

The method of handling the Choral Library material at Lyon & Healy in Chicago has in the past resulted in some confusion. To alleviate the difficulty a new plan was worked out and put into effect on December 1, 1941. In the future a competent clerk

will have full charge of the Choral Library at Lyon & Healy and will devote as much of his time as is needed to the efficient handling of the material. The clerk will be paid on a part time basis by the Association with the understanding that the total cost will not exceed \$400 a year. This represents a slight increase in the budget over the cost of the old plan involving a \$1.00 handling charge per shipment, but it is hoped that the efficient service which will result will more than compensate for the additional expense.

The published report of the Meeting of Faculty-Artist Visitors, members of the Arts Commission and the Association's Board of Directors and other invited guests held in New York on May 8th last has been most favorably received. One of the most important developments of the Meeting has come from the speech given by Mr. Francis Henry Taylor, Director of the Metropolitan Museum of Art, in which he outlined a plan for circulating among the colleges exhibits of high quality objects so related as to tell the story of a civilization or historical period. Briefly, the plan is to divide the country into five or six zones, each one of which would have a quota of five "thematic" exhibits (including one small show) each year. Allowing three weeks for displaying an exhibit on a campus and two weeks for transportation to and from a given point, this would give a single college an opportunity to have a maximum of five exhibits a season. The exhibits will be accompanied by full descriptive labels, mimeographed sheets and other material to develop the theme displayed by the objects.

We are working with the Museum on this plan and have already written letters about it to the members of the Association of American Colleges. Out of the 276 colleges which have replied, 185 have expressed keen enthusiasm and a desire to cooperate to the fullest extent.

Some of the preliminary work has been done on the exhibits and a questionnaire and information sheet to be sent to the colleges is now being prepared. In spite of the war, the Museum has decided to carry the plan forward with the understanding that appropriate action will be taken to meet any new emergency which may arise.

Looking ahead to the future work of the Arts Program, it is

clear that as an agency directly concerned with college students we have a grave responsibility—one which we must meet with all the resources and ingenuity at our command. We can augment educational programs in those colleges which, in meeting the national emergency, find it necessary to omit a large portion of the work now being carried on in the humanities as well as in music and the other fine arts. Today, these fields are even more important to the students than in ordinary times. Recognizing the vital need of maintaining the emotional balance of the college students in the present emergency, faculty and administrators may welcome aid from the Arts Program in arranging a coordinated schedule throughout the college year. There is no question that the experience gained by the Arts Program in its five years of operation will prove of real value in the days that lie ahead.

While some changes may be indicated in our plan of Faculty-Artist Visits, it provides the necessary framework for an essential service to the colleges. Difficulties in traveling may eliminate the inter-sectional aspect of the plan, but the main purpose of bringing the fine arts closer to the students can easily be continued to the benefit not only of individual students, but to the tenor of our future civilization.

The Arts Program, because it has always been experimental, has remained flexible and adaptable to new situations as they have arisen. We stand ready now, within the terms of our grant, to revise our work in any way necessary to meet the particular needs of the colleges today.

REPORT OF THE COMMISSION ON ACADEMIC FREEDOM AND ACADEMIC TENURE

WILLIAM P. TOLLEY
PRESIDENT, ALLEGHENY COLLEGE

THE statement on Academic Freedom and Academic Tenure approved by the Association of American Colleges at Pasadena January 10, 1941, has now also been approved by the American Association of University Professors. This action, which we understand was without dissenting vote, took place at the annual meeting of the American Association of University Professors in Chicago on December 28, 1941.

STATEMENT ON ACADEMIC FREEDOM AND ACADEMIC TENURE

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher* or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extra-mural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

ACADEMIC FREEDOM

(a) The teacher is entitled to full freedom in research and in

* The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

ACADEMIC TENURE

(a) After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment

is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period, if the teacher is not to be continued in service after the expiration of that period.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

INTERPRETATIONS

The following interpretations concerning the joint statement on academic freedom and tenure were agreed upon:

I

First: That its operation should not be retroactive.

II

Second: That all tenure claims of teachers appointed prior to its endorsement should be determined in accordance with the

principles set forth in the 1925 statement on academic freedom and tenure.

III

Third: If the administration of a college or university feels that a teacher has not observed the admonitions of Paragraph (c) of the section on *Academic Freedom* and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning his fitness for his position, it may proceed to file charges under Paragraph (a) (4) of the section on *Academic Tenure*. In pressing such charges the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

In years of war, the headwaters of freedom need even more protection than before. It is fortunate then that we have acquired a clear-cut statement on freedom and tenure that has the endorsement of these two associations, one of which represents the point of view of the instructional staff and the other that of the administration.

It is a statement deserving of careful study by faculties, administrative officers and boards of trustees. Where possible it should be incorporated into the by-laws of the member colleges. Where this is not possible some statement should be approved affirming the principles of both freedom and tenure.

Tenure is essential as a means to freedom. Where there is no protection of teachers from summary dismissal, all talk of freedom in teaching is empty. If we honor freedom as an end, we should defend the means which determine the end.

As yet the new statement has not faced the test of practical experience. It is hoped however that the provision for a probationary period will help to prevent the granting of tenure to the mediocre and the inadequate. The accumulation of teachers of indifferent ability has been due at least in part to the repeated postponement by administrative officers of a proper evaluation of the teacher's services and of the demands of the position. Some

of the most troublesome tenure problems are the result of tenure acquired by default.

In the long run, the new statement should protect the colleges as well as the faculties from coercion and intimidation. Its influence will assist the free search for truth and its free exposition. We believe it is an important safeguard of essential freedoms.

REPORT OF THE COMMITTEE ON INSURANCE AND ANNUITIES

WILLIAM E. WELD
PRESIDENT, WELLS COLLEGE

A YEAR ago this Association at its annual meeting at Pasadena passed the following resolutions with reference to the program on Social Security of the Federal Government:

1. The Association re-affirmed its opposition to inclusion under the coverage of the Social Security Act, in so far as unemployment compensation is concerned.

2. The Association voted to re-affirm its position in favor of its inclusion under the old age and survivors provisions provided that by doing so, this action would not be interpreted as a weakening of its opposition to the inclusion under the unemployment compensation.

From the standpoint of government legislation, the relation of the colleges to Social Security has experienced no change during the year. The Government has been so busily engaged in matters pertaining to national defense that changes in Social Security legislation have been postponed. The members of your Committee on Insurance and Annuities expected to be able to present the point of view of the colleges before the Ways and Means Committee when the Walsh Act came up for discussion. We received unofficial information that the hearings would be held in December. Then came the war.

In our judgment, the war will not mean the postponement of all legislation with reference to Social Security until the war is over. This has not been the case either in England or Canada. It is quite possible, even probable, that the war may be responsible for certain amendments to the Social Security Act. We should, therefore, be prepared to present, on a moment's notice, the convictions of our colleges and universities on all proposals which affect the interests of our institutions of higher learning.

In order to have definite information rather than mere surmise, the Committee has sent out a questionnaire to the 564 colleges and universities of our Association. In this way, we hoped to learn what the costs to these institutions would have been, how much unemployment had really existed in these institutions, and how

much compensation would have been received by their unemployed, had these colleges been subject to the operation of the provisions of the Act for unemployment. We have received a total return of only 332 questionnaires. A few colleges were not able to give us the figures we needed. Some of the returns have not yet been tabulated because of a lack of time and assistance. Figures were collected for the last two complete fiscal years. The results up to December 11, 1941, were as follows:

No. Inst.	First Year		Second Year	
	Tax	Benefit	Tax	Benefit
225	\$1,543,076	\$188,109	\$1,573,360	\$223,680

Therefore, the premiums paid were seven to ten times as great as the value of protection. This partial report of our study, while incomplete and possibly unreliable in certain instances, does give us a conception of what the cost to the colleges would be if included under the Social Security program for unemployment insurance.

You have all seen in the papers the recommendations of the Social Security Board, of the Secretary of the Treasury and the President's comments to the representatives of the press regarding the proposed amendments to the Social Security Act. In this report, only two or three aspects of these proposals will be mentioned. All of these are related to the resolutions passed by this Association at Pasadena.

1. President Roosevelt stated at his press conference on September 30, 1941, that the Administration was in favor of the extension of the coverage of the Act to include under the old age and survivors insurance provisions twenty-seven million persons who are now exempt. In this number, one million employees of non-profit organizations are included.

2. The President also remarked that it might be necessary in the near future to increase the Social Security tax rates. The reasons which he gave have seemed to the public in general, and to the editorial writers in particular, to be very unsound.

3. The Government at Washington seems to be giving serious consideration to the advisability of taking unem-

ployment insurance out of the hands of the separate states in order that unemployment compensation might be unified and controlled by the Federal Government. There is much to be said in favor of this move.

4. The Social Security Board seems to favor a single pooled fund for the various insurance benefits. The major costs of insurance would be shared by the workers and the employers, while the Government would bear the expenses of administration.

5. It has been proposed that a large fund of five billions of dollars be built up in order to take care of the unemployment of soldiers when they are demobilized.

These sweeping changes seem rather terrifying, but they are probably not as imminent as they seem to be. It is generally conceded that unemployment insurance is in a highly unsatisfactory condition. The newspapers from Texas to Maine are united in urging that no important changes be made in the provisions for unemployment until the whole matter has been thoroughly studied.

When the program for unemployment insurance is reorganized, it is likely that experience ratings will be one of the features. While many states have passed legislation for such experience ratings, only in a few states has time permitted their use. In about forty of the states, studies are now being made in order to discover how the existing provisions for experience ratings can be made to operate successfully, and what incentives to the stabilization of employment will result from these provisions. There is also the problem of how the total income with the use of experience ratings can be made definite and certain. If the colleges, without their consent, should be included under the coverage for unemployment insurance, the matter of experience ratings would be of great interest to them, for we all realize, that the colleges and universities as contrasted with industry have a minimum of unemployment, and so would enjoy very low tax rates.

Regarding the possibility that all rates for different forms of insurance may be raised, we think that this is unlikely to happen. The accumulation of a large fund for old age and survivors benefits was widely discussed in 1939 and discarded. In November, 1941, old age and unemployment insurance already possessed surplus reserves of \$4,750,000,000. Rates do not need to be raised for Social Security purposes. As a large reserve fund has been

judged impracticable, a reason for raising the general level of all rates at the time must be to secure funds for the conduct of the war. To confuse the Social Security issues with those of the war is extremely dangerous, and might wreck the whole Social Security program. The second reason which President Roosevelt gave for raising insurance rates—namely, to assist to some extent in avoiding inflation—does not seem to be sound either to the students of finance or the students of taxation. We sincerely hope, therefore, that the general level of rates for social insurance will not be increased at this time.

RECOMMENDATIONS:

RESOLVED:

1. That the Association re-affirm its position in favor of inclusion under the old age and survivors provisions, provided that this action should not be interpreted as weakening of its opposition to the inclusion under the unemployment insurance benefits.

2. That the Association re-affirm its vote of last year that it is definitely opposed to inclusion under the unemployment insurance provisions of the Social Security Act because unemployment in the colleges is a minimum.

3. That this Association wishes to express its conviction that the raising of rates for Social Security taxes at this time is inadvisable and tends to confuse the needs of Social Security with the financial requirements for the conduct of the war.

4. That no radical changes be made in the program for unemployment compensation until a thorough study of the whole matter has been made. In this connection we would recommend the formation of a commission (similar to the Advisory Council on Social Security appointed in May, 1937) the responsibility of which would be to study the difficulties and complications of unemployment insurance under the Social Security Act, and how these difficulties might be eliminated.

REPORT OF THE COMMISSION ON TEACHER EDUCATION

HARRY M. GAGE

PRESIDENT, LINDENWOOD COLLEGE

THE Commission willingly surrenders its place on the annual program in order to make way for consideration of urgent business in an abbreviated annual meeting. The Commission, however, does not surrender its belief in vital importance of teacher education in our present national effort to defend and to promote aggressively a program of American democracy.

In the last analysis, no matter who wins this war, American democracy is doomed unless we can have a general public which is enlightened and cultured and capable of holding aloft our high cultural traditions and maintaining our democratic institutions with competency. We realize that trained soldiers are the urgent necessity of the moment. Nevertheless, the preparation of adequately trained teachers is ultimately just as vital. The aim of this Commission, representing the Association of American Colleges, is to do its part in raising the whole level of life in our America in the only way it can be raised, namely, by improving the quality of teachers and of teaching. That this part is not insignificant may be seen when one remembers that the relatively small independent and usually church-related colleges prepare almost as many high school teachers as all other agencies combined. What colleges do in this respect is therefore of vital importance to America and to the whole world.

The Commission reminds the Association that teacher education shares the opportunities and responsibilities growing out of the emergency created by a world at war. While accurate figures are not available, nothing is more certain than that the war will be an attack on the education of teachers. Unless we are alert now rather than after the war to this danger, our public schools will be manned by a large number of ill-prepared teachers. This has happened before; we must not allow it to happen again.

The Commission furthermore feels that under the stress of a present emergency many new ventures in education will be made. Some of these ventures will have only an emergency value, a few

will be futile and without any value. Nevertheless, at a time when incrustations of academic habits are being broken there may be an opportunity to discover new procedures which will have permanent value. Teacher education should share in the benefits of all such discoveries.

REPORT OF THE COMMISSION ON CULTURAL RELATIONS WITH LATIN-AMERICAN COUNTRIES

JAMES F. ZIMMERMAN

PRESIDENT, UNIVERSITY OF NEW MEXICO

AT its meeting on the evening of January 1, 1942, the following members were present: Chairman James F. Zimmerman, President B. F. Ashe, President Isaiah Bowman, Professor Broderick Cohen, Professor Bert Young.

The Commission has considered and presents several resolutions and suggestions all of which are referred to the Board of Directors for consideration and action as they may see fit.

RESOLUTION:

WHEREAS, the Association of American Colleges has through this Commission prepared and distributed a general bibliography of books dealing with Latin America and since few of the users of the books have access to sources of critical opinion,

BE IT RESOLVED that it is the opinion of this Commission that the agencies concerned in the promotion of courses dealing with Latin America should collaborate in the work of publishing an appraisal or critique of the books in the list and of such additional books as may be from time to time added to the list.

The Commission recommends that the Board of Directors consider ways and means of accomplishing this, such as the appointment of a General Editor who could invite the cooperation of various experts.

The Commission also suggests that the list could be improved by marking or starring the titles of books published in Spanish and Portuguese as distinguished from those printed in English.

The Commission also commends the practice of publishing new books with alternate pages in English and Spanish and English and Portuguese.

Last year the Commission in its report urged American colleges to include in their curricula courses dealing with Latin America.

The Commission now suggests that a report as to the extent to which such courses have actually been introduced and the scope of such courses in American colleges would be useful, and that

such a report should be prepared promptly and publicized in the United States and in Latin America.

The Commission commends the work which is being done in the State Department in translating and publishing important books and articles into Spanish for distribution in Latin America. The Commission feels that while there is no less need for us to understand Latin America, the present international situation makes it even more important for Latin-American countries to understand us.

Since more and more American colleges are now cooperating with Latin-American colleges, the Commission presents the following resolution for the consideration of the Board of Directors of the Association.

RESOLUTION :

FIRST: In considering the development of closer cultural relations, it appears desirable at this time to reconsider and restate the basic objectives of the American institutions of higher learning and the ways and means of attaining those objectives.

SECOND: To invite Latin-American institutions of higher learning to prepare a similar statement of their aims and administrative practices to the end that such statements may be helpful in promoting mutual understanding.

A report on student and faculty exchange is to be presented at this meeting by Edgar J. Fisher, assistant director of the Institute of International Education. (Because of lack of time Doctor Fisher was unable to make his report.)

THE OFFICIAL RECORDS
Minutes of the Twenty-Eighth Annual Meeting of the
Association of American Colleges

JANUARY 2, 1942

LORD BALTIMORE HOTEL
BALTIMORE, MARYLAND

First Session

LOS ANGELES, CALIFORNIA
DECEMBER 31, 1941

DR. GUY SNAVELY
LORD BALTIMORE HOTEL
BALTIMORE, MARYLAND

HAVE TRIED TO GET YOU BY TELEPHONE. REGRET
SINUSITIS MAKES BALTIMORE IMPOSSIBLE. DIEHL
CAN TAKE MY PLACE. HOPE CONFERENCE SATIS-
FACTORY.

REMSEN BIRD

BALTIMORE, MARYLAND
JANUARY 1, 1942

DR. REMSEN BIRD
OCCIDENTAL COLLEGE
LOS ANGELES, CALIFORNIA

THE BOARD OF DIRECTORS IN MEETING GREATLY
REGRETS YOUR ABSENCE, AND SENDS BEST WISHES
FOR A SPEEDY AND COMPLETE RECOVERY. AFFEC-
TIONATE REGARDS.

GUY E. SNAVELY

The above telegrams explain the regrettable absence of Dr. Remsen D. Bird, president of the Association for the current year. Vice-President Charles E. Diehl called the Twenty-Eighth Annual Meeting of the Association of American Colleges to order at 9:30 a.m., Friday, January 2, 1942. The invocation was pronounced by the Reverend Edward V. Stanford, president of Villanova College, Villanova, Pennsylvania.

Announcement was made concerning the change from the customary two-day meeting to a one-day meeting, with three sessions, because of the convening of all the forces of higher education and representatives of the Federal Government in Balti-

more on January 3-4 under the joint auspices of the United States Commissioner of Education and the standing committee on Military Affairs of the National Committee on Education and Defense.

Vice-President Diehl announced the following committees:

Committee on Nominations: E. V. Stanford, Villanova College, *Chairman*; W. S. Allen, John B. Stetson University; F. L. McCluer, Westminster College; Margaret Morriss, Pembroke College; A. S. Raubenheimer, University of Southern California.

Committee on Resolutions: E. J. Anderson, University of Redlands, *Chairman*; L. W. Boe, St. Olaf College; Mother Dammann, Manhattanville College; E. C. Peters, Paine College; Wm. R. Westhafer, College of Wooster.

Treasurer LeRoy E. Kimball presented his report for the year, together with the auditor's report and the budget for the following year. After explanation by Treasurer Kimball, the reports were approved and the audit adopted. (See pages 68-71.)

Executive Director Snively presented his report for the year, which was received and filed for publication in the BULLETIN. (See pages 59-63.)

Executive Director Snively read the report of the Board of Directors, the recommendations of which were approved by vote of the Association. (See pages 64-67.)

On motion, a rising vote of thanks was given to Doctor Frederick P. Keppel, former president of the Carnegie Corporation, for the continued interest and support he has given through the years to the work of the Association.

The following letter was read:

THE WHITE HOUSE
Washington

December 29, 1941

Dear Dr. Snively:

I am glad to send this greeting to the representatives of colleges assembled at the annual meeting of the Association of American Colleges.

We have one great task before us. That is to win the war. At the same time it is perfectly clear that it will be futile to win the

war unless during its winning we lay the foundation for the kind of peace and readjustment that will guarantee the preservation of those aspects of American life for which the war is fought. Colleges and universities are in the particularly difficult position of balancing their contributions to these two ends. I am sure, nevertheless, that the leaders of our colleges and universities can be depended upon to find the wisest solution for the difficult problem of how to make this twofold contribution.

I am anxious that this national crisis shall not result in the destruction or impairment of those institutions which have contributed so largely to the development of American culture. I shall appreciate being kept informed through the United States Commissioner of Education as to the effects of federal legislation and federal programs upon our colleges and universities.

The United States needs the services of its institutions of higher learning and we know we can depend upon their complete cooperation in carrying forward the present war effort.

Very sincerely yours,

FRANKLIN D. ROOSEVELT

Dr. Guy E. Snavely,
Executive Director,
Association of American Colleges,
19 West 44th Street,
New York, N. Y.

President George N. Shuster of Hunter College delivered an address on "College Women and the War." (See pages 27-34.)

The following resolutions, adopted by the Board of Directors at its meeting held on the evening of January 1, 1942 were presented by the secretary.

1. **RESOLVED** that the Association of American Colleges expresses its gratitude and appreciation to the President of the United States for his letter of December 29, 1941.

We accept the grave responsibility which the emergency places upon us, which as the President has said, consists in our helping the country "to win the war. At the same time it is perfectly clear that it will be futile to win the war unless during its winning we lay the foundations for the kind of peace and readjustment that will guarantee the preservation of those aspects of American life for which the war is fought."

We are confident that the institutions and the individual mem-

bers of the faculty and administrative staff will gladly make the necessary sacrifices.

2. In carrying out this responsibility we would welcome an authoritative statement from the Government as to the nation's needs in the war effort for the men and women needed to be trained in our universities, colleges and technical schools.

3. When this information is available the institutions here represented stand ready to give whatever general or specialized intensive training may be necessary to furnish a greater number of men and women in the categories in which there is a shortage.

4. We believe that opportunity should be given for accelerated programs in the liberal arts colleges for the duration of the war to the end that students be graduated by the time they are twenty.

It is to be hoped that some similar speeding up could be promptly approved for the pre-college area. In each instance of acceleration care should be taken to maintain high standards in quality and quantity of work required.

5. For those colleges which decide to go on a twelve month's basis in order to accomplish such an accelerated program, while it is assumed that every proper economy will be effected, it may be necessary for the faculty and administrative staff to contribute to the war effort by undertaking this task without additional compensation.

6. It is the considered judgment of this meeting that it is inadvisable to relax the present degree requirements for students entering the armed services.

7. In order to compensate students for the loss of summer earnings, we urge Congress to provide funds in the form of grants to promising and needy students, not to colleges and universities direct, to be made through the United States Office of Education.

8. It is recommended that in the plan for training officers for the Army and Navy the Government might well consider ways of utilizing the resources of the colleges and universities of the country.

9. It is recommended that in this war emergency the colleges give special attention to the building of strength and physical fitness in their students, as well as more effective training for citizenship.

On motion, the first three sections were adopted without discussion.

Section 4 was discussed at considerable length by the following delegates: Cunningham of the University of Notre Dame, Burgstahler of Ohio Wesleyan University, Tyson of Muhlenberg College, Ketler of Grove City College, Glass of Sweet Briar College, Maurer of Beloit College, Barrows of Lawrence College, Rall of

North Central College, Marsh of Boston University, Capen of the University of Buffalo, Wilson of Loyola University (Chicago), Morris of Polytechnic Institute of Puerto Rico, Palmer of the University of Chattanooga, Seaton of Albion College, Shimer of Bucknell University, Lewis of Lafayette College, McHale of the American Association of University Women, Edmunds of Pomona College, Henderson of Antioch College, Gates of the University of Denver, Preus of Luther College, Raubenheimer of the University of Southern California, Schwartz of Nebraska Wesleyan University.

Several amendments were offered, but, by common consent, consideration was given to Section 5 before any action was taken on Section 4. Discussion of Section 5 was presented by Seaton of Albion College, Marsh of Boston University, Kraus of the University of Michigan, Henry of Wayne University, Curtis of the University of Missouri, Stead of Washington University, Leutner of Western Reserve University, Lee of Southern Methodist University.

A motion made by Simmons of the University of Akron that Section 5 be tabled was lost. A motion made by Schwartz of Nebraska Wesleyan University that this section be referred to the Board of Directors with power was lost. On motion of Cunningham of Notre Dame it was voted that Section 4 be referred to a committee of five for consideration to report after the luncheon session. Chairman Diehl appointed on this committee: Lewis of Lafayette College, Cunningham of the University of Notre Dame, Glass of Sweet Briar College, Marsh of Boston University and Raubenheimer of the University of Southern California.

On motion of Marsh of Boston University, the chairman was empowered to add a sixth member to the committee with instructions that Sections 4 and 5 be considered together for final action by the Association at the afternoon session. The chairman appointed Lee of Southern Methodist University as the sixth member of the committee. The Association adjourned its first session at noon.

Second Session

At 12:30 a luncheon attended by nearly 400 delegates was held. A very eloquent and stirring address on "America and the World Crisis" was delivered by Professor Douglas Miller of

the University of Denver, who is on leave during the current year for Government service.

Third Session

The afternoon session convened at 2:30 o'clock with Vice-President Diehl in the chair. The committee of six appointed at the morning session brought in the following recommendation as a substitute for Sections 4 and 5.

We believe that opportunity should be given for accelerated programs in the colleges for the duration of the war, such opportunity to be governed by the character and facilities of each individual institution.

On motion, this substitute was approved.

Section 6 of the resolutions was considered and an amendment offered that the induction of seniors be deferred until the completion of the college course. Discussion was participated in by Clothier of Rutgers University, Wilkins of Oberlin College, Smith of Spring Hill College, Marsh of Boston University. On motion of Walters of the University of Cincinnati the resolution was laid on the table.

On motion of Burgstahler of Ohio Wesleyan University, Section 7 was amended to read as follows:

In order to make the opportunities of colleges and universities available for students without adequate financial resources and to compensate students for the loss of summer earnings, we urge Congress to provide funds in the form of grants to promising and needy students, not to colleges and universities direct, to be made through the United States Office of Education.

The following discussed the resolution as amended: McClelland of MacMurray College, Lewis of Lafayette College, Wilkins of Oberlin College, Anderson of the University of Redlands, Warren of Sarah Lawrence College, Hullihen of the University of Delaware, Morris of Polytechnic Institute of Puerto Rico, Schwartz of Nebraska Wesleyan University, Allen of Marshall College, McLeod of Centre College, Hutchison of Washington and Jefferson College, Weld of Wells College, Wright of The College of the City of New York.

On motion of Marsh of Boston University the section was referred to the Board of Directors with power.

[At a meeting of the Board of Directors held on January 4, 1942 the following was approved as a substitute:

To make possible the acceleration of the educational program and to compensate students for the loss of summer earnings, we urge the Congress to provide funds in the form of grants to promising and needy students, to be made through the United States Office of Education and to be administered by the colleges and universities.]

After discussion of Section 8 by Fitzpatrick of Mount Mary College, Horn of Baker University, Ellis of Juniata College, Carmichael of Vanderbilt University, Kent of the University of Louisville, Gaines of Washington and Lee University made the following proposal, which was on motion substituted for the section:

Reaffirming our conviction that all American institutions of higher learning are eager to render maximum service in this hour of crisis and believing that these institutions should be maintained alike for war and peace, we respectfully point out that the unequal distribution of opportunities for military and naval training among such institutions represents severe discrimination against those which do not now have this privilege and deprives the Government of a significant resource.

We request, therefore, that all standard institutions for men or including men, which request it, be put upon approximately the same basis in this important respect of service. In view of the all-out national effort we believe it will be greatly to the advantage of our Government to provide for those institutions which it is not yet utilizing fully, a Training Corps in which selected physically fit male students may be given military and other specialized training for the war effort in connection with the college course and may thus finish their program.

We request the Government to prescribe this training program designed to make complete use of these institutions in relation to the war effort.

To this end we ask the president of the Association to appoint a committee to present immediately this matter to the President of the United States and to formulate with such officials as he may designate this training program.

Chairman Diehl appointed to the committee called for in this resolution:

President F. P. Gaines, Washington and Lee University,
Chairman

President Ralph C. Hutchison, Washington and Jefferson College

President Umphrey Lee, Southern Methodist University

President Samuel K. Wilson, Loyola University

Executive Director Guy E. Snavelly

Section 9 was discussed by Lewis of Lafayette College, Best of Springfield College, Hubbard of Texas State College for Women, Walters of the University of Cincinnati, Nason of Swarthmore College, Hurt of Union University, Burgstahler of Ohio Wesleyan University. After Davies of Colorado College read a report of action taken at a recent joint meeting of the National Collegiate Athletic Association, the American Football Coaches Association and the College Physical Education Association, Section 9 was adopted.

On call of Chairman Diehl for other resolutions, the following was presented by Raubenheimer of the University of Southern California:

In order to safeguard trained man-power in essential defense areas, it is recommended to the proper Government authorities that students who have enlisted, who are studying in essential defense areas and who are in good standing, be assigned back to their colleges on inactive duty for the completion of their course.

After discussion by Stanford of Villanova College, McCluer of Westminster College, Wright of The College of the City of New York, Schwartz of Nebraska Wesleyan University, Carpenter of Knox College, it was voted to lay this resolution on the table.

On motion of Rivenburg of Bucknell University, Section 6 was taken off the table for reconsideration. On motion of Schwalm of Manchester College, Section 6 was adopted.

On motion of Leutner of Western Reserve University, the report as a whole was adopted.

Resolutions Adopted by Association of American Colleges

at Annual Meeting held in Baltimore on January 2, 1942

1. **RESOLVED** that the Association of American Colleges expresses its gratitude and appreciation to the President of the United States for his letter of December 29, 1941.

We accept the grave responsibility which the emergency places upon us, which, as the President has said, consists in our helping the country "to win the war. At the same time it is perfectly clear that it will be futile to win the war unless during its winning we lay the foundations for the kind of peace and readjustment that will guarantee the preservation of those aspects of American life for which the war is fought."

We are confident that the institutions and the individual members of the faculty and administrative staff will gladly make the necessary sacrifices.

2. In carrying out this responsibility we would welcome an authoritative statement from the Government as to the nation's needs in the war effort for the men and women needed to be trained in our universities, colleges and technical schools.

3. When this information is available the institutions here represented stand ready to give whatever general or specialized intensive training may be necessary to furnish a greater number of men and women in the categories in which there is a shortage.

4. We believe that opportunity should be given for accelerated programs in the colleges for the duration of the war, such opportunity to be governed by the character and facilities of each individual institution.

5. To make possible the acceleration of the educational program and to compensate students for the loss of summer earnings, we urge the Congress to provide funds in form of grants to promising and needy students, to be made through the United States Office of Education and to be administered by the colleges and universities.

6. It is the considered judgment of this meeting that it is inadvisable to relax the present degree requirements for students entering the armed services.

7. Reaffirming our conviction that all American institutions of higher learning are eager to render maximum service in this hour of crisis and believing that these institutions should be maintained alike for war and peace, we respectfully point out that the unequal distribution of opportunities for military and naval training among such institutions represents severe discrimination against those which do not now have this privilege and deprives the Government of a significant resource.

We request, therefore, that all standard institutions for men or including men, which request it, be put upon approximately the same basis in this important respect of service. In view of the all-out national effort we believe it will be greatly to the advantage of our Government to provide for those institutions which it is not yet utilizing fully, a Training Corps in which selected, physically fit male students may be given military and other specialized training for the war effort in connection with the college course and may thus finish their program.

We request the Government to prescribe this training program designed to make complete use of these institutions in relation to the war effort.

To this end we ask the president of the Association to appoint a committee to present immediately this matter to the President of the United States and to formulate with such officials as he may designate this training program.

8. It is recommended that in this war emergency the colleges give special attention to the building of strength and physical fitness in their students, as well as more effective training for citizenship.

President Elam J. Anderson, University of Redlands, Chairman of the Resolutions Committee, presented the following resolutions:

WHEREAS, there are more than three million college-trained men and women in the United States whose influence should be unified and mobilized into a sympathetic understanding of the problems confronting higher education; and

WHEREAS, the consequent cooperation of these men and women would be of immense value to the nation and colleges in giving support to those policies looking to the successful prosecution of the war and the preservation of those college standards which have served the nation well throughout its entire history; and

WHEREAS, the American Alumni Council, an organization of 650 professional workers directly in contact with these three million alumni possesses unusual facilities for nationwide and continuing publicity so essential to the colleges at this time; therefore,

BE IT RESOLVED that the Association of American Colleges accepts with gratitude an official offer of cooperation by the American Alumni Council (which has already studied the problem stated above and appointed a small working committee for this project) and that the Association of American Colleges, by its president, appoint a similar committee not only to encourage but to put into practice full cooperation and coordination between the two organizations.

On motion, this resolution was adopted. To this committee Chairman Diehl appointed:

President Robert C. Clothier, Rutgers University, *Chairman*

President John W. Nason, Swarthmore College

President Frank H. Sparks, Wabash College

The following resolution, on motion, was referred to the Board of Directors for consideration with power to act:

WHEREAS, the current and anticipated Federal taxes will to a large extent absorb from the income of people of moderate means that portion of funds formerly used by parents for the college education of their children, and

WHEREAS, said heavy taxation will work an especial hardship on the college students of this era, and to a considerable degree reduce the available trained leadership for the war and post-war period; therefore,

BE IT RESOLVED that the Association of American Colleges authorizes its officers or a committee of its selection to petition the Federal Government to extend, for the duration of the heavy tax period, an educational credit on income tax payments of parents with children attending tuition-charging institutions equal to the established tuition of the non-profit colleges of the nation, but in no case in excess of \$450 per child, said tax credit being limited to those whose incomes are not in excess of \$10,000.

On motion, the following resolution was laid on the table:

RESOLUTION APPROVING THE RECOMMENDATIONS OF THE JOINT CONGRESSIONAL COMMITTEE ON NON-ESSENTIAL EXPENDITURES

WHEREAS, the primary duty of our nation and every group and individual is to bring the war to an early and victorious conclusion; and

WHEREAS, this duty is paramount to any consideration of personal right, choice or preference; and

WHEREAS, to attain victory the entire resources of the nation must be devoted to the war effort; therefore,

BE IT RESOLVED that priorities in Federal spending be established and that all activities non-essential to basic needs of government be abolished, curtailed or deferred during the period of the war; and further,

BE IT RESOLVED that at its annual meeting held in Baltimore, Maryland, on January 2, 1942, the Association of American Colleges hereby places itself on record as approving the recommendations of the Joint Congressional Committee on Non-Essential Expenditures as a starting point toward this end.

The following resolution was approved:

WHEREAS, private colleges are now suffering an economic disability in the purchase of laboratory and other equipment because of the interpretation of tax laws differentiating between private and public institutions;

BE IT RESOLVED that we instruct the Board of Directors of the Association of American Colleges to take the necessary steps to secure if possible parity of treatment with public institutions in the purchase of laboratory and other supplies.

It was resolved that the Association adopt the usual *pro forma* resolutions of appreciation to all cooperating in the success of the conference and the Executive Director was instructed to formulate such resolutions.

President E. V. Stanford, Villanova College, chairman of the Committee on Nominations, reported the list of officers and commission members as found on pages two and three of this BULLETIN. On his motion the report was accepted and the Executive Director instructed to cast the ballot.

On nomination of Executive Director Snively, Wabash College (Indiana) was elected to membership in the Association.

The Commission on Academic Freedom and Academic Tenure through its chairman, President William P. Tolley, gave a report which is published on pages 77-81.

For the Committee on Insurance and Annuities its chairman, President W. E. Weld, read the report which on his motion was adopted. (See pages 82-85.)

President J. F. Zimmerman, chairman of the Commission on Cultural Relations with Latin-American Countries, submitted without reading a report for his commission. (See pages 88-89.)

Provost R. H. Fitzgerald, chairman of the Commission on the Arts, requested that the report on the Arts Program be given by Director Samuel T. Arnold. (See pages 72-76.)

President F. P. Gaines, chairman of the Commission on Public Relations, stated that he had no formal report.

Because of the shortness of time President H. M. Gage, chairman of the Commission on Teacher Education, stated that the report of his Commission would be submitted for publication in the proceedings. (See pages 86-87.)

The lateness of the hour made it necessary for all these commission reports to be curtailed.

Fourth Session

The American Association of Junior Colleges changed the plans for its annual meeting in order to cooperate with the educational

conference convened for January 3-4 and held its annual meeting also at the Lord Baltimore Hotel on January 2. By arrangement with the officers of the two associations, the customary annual dinner was held under the joint auspices of the Association of American Colleges and the American Association of Junior Colleges.

Chairman Diehl presided over the joint session.

The invocation was pronounced by President Ralph C. Hutchison of Washington and Jefferson College.

Greetings were presented by the president of the Junior College Association, President James C. Miller of Christian College, Missouri.

The first address was delivered by Malcolm MacDonald, High Commissioner for the United Kingdom to Canada. (See pages 6-12.)

Through the courtesy of Miss Olive Dennis, alumna trustee of Goucher College, a group of songs was presented by the Baltimore and Ohio Women's Music Club.

Principal John W. Harbeson of Pasadena Junior College was introduced as the newly-elected president of the American Association of Junior Colleges. He spoke briefly.

The concluding feature of the Annual Meeting was an address on "Preserving the Roots of Liberty" by H. W. Prentis, Jr., president of Armstrong Cork Company. (See pages 13-26.)

Respectfully submitted,

GUY E. SNAVELY,
Executive Director

MEMBERS OF THE ASSOCIATION OF AMERICAN COLLEGES

OFFICERS AND MEMBERS OF THE BOARD OF DIRECTORS FOR
THE YEAR ENDING JANUARY, 1943

GUY E. SNAVELY

Executive Director

19 West 44th Street, New York City

President, CHARLES E. DIEHL, President of Southwestern
Vice-President, JAMES B. CONANT, President of Harvard University
Treasurer, LEROY E. KIMBALL, Comptroller of New York University
Executive Director Emeritus, ROBERT L. KELLY, Claremont, California
MARY ASHEY CHEEK, President of Rockford College
FRANCIS P. GAINES, President of Washington and Lee University
WILLIAM P. TOLLEY, President of Allegheny College
SAMUEL K. WILSON, President of Loyola University

By order of the Association, in the case of universities the unit of membership is the university college of liberal arts. Unless otherwise indicated the name of the president or the chancellor is given in the column headed Executive Officer.

INSTITUTION	EXECUTIVE OFFICER
ALABAMA	
Alabama College, Montevallo.....	A. F. Harman
Alabama Polytechnic Institute, Auburn.....	L. N. Duncan
Birmingham-Southern College, Birmingham.....	R. R. Paty
Howard College, Birmingham.....	Harwell G. Davis
Huntingdon College, Montgomery.....	Hubert Searcy
Judson College, Marion.....	Leroy R. Priest
Spring Hill College, Spring Hill.....	W. D. O'Leary
Talladega College, Talladega.....	B. G. Gallagher
Tuskegee Normal and Industrial Institute, Tuskegee Institute	Frederick D. Patterson
University of Alabama, University.....	George H. Denny
ARIZONA	
University of Arizona, Tucson.....	Alfred Atkinson
ARKANSAS	
Agricultural, Mechanical and Normal College, Pine Bluff.....	John B. Watson
Arkansas State College, Jonesboro.....	V. C. Kays

College of the Ozarks, Clarksville.....	Wiley Lin Hurie
Hendrix College, Conway.....	J. H. Reynolds
Ouachita College, Arkadelphia.....	James B. Grant
Philander Smith College, Little Rock.....	M. LaFayette Harris

CALIFORNIA

California Institute of Technology, Pasadena.....	Robert A. Millikan
College of the Holy Names, Oakland.....	Sister Mary Austin, <i>Dean</i>
College of the Pacific, Stockton.....	Tully C. Knoles
Dominican College, San Rafael.....	Mother M. Raymond
George Pepperdine College, Los Angeles.....	Hugh M. Tiner
Immaculate Heart College, Hollywood.....	Sister Mary Eucharia
La Verne College, La Verne.....	C. Ernest Davis
Loyola University, Los Angeles.....	Charles A. McQuillan
Mills College, Mills College.....	Aurelia H. Reinhardt
Mount St. Mary's College, Los Angeles.....	Mother Dolorosa
Occidental College, Los Angeles.....	Remsen DuBois Bird
Pomona College, Claremont Colleges, Claremont.....	E. Wilson Lyon
St. Mary's College, St. Mary's College P. O.	Brother Austin
San Francisco College for Women, San Francisco.....	Mother Leonor Mejia
Scripps College, Claremont Colleges, Claremont.....	E. J. Jaqua
Stanford University, Stanford University.....	Ray Lyman Wilbur
University of Redlands, Redlands.....	Elam J. Anderson
University of San Francisco, San Francisco.....	William J. Dunne
University of Southern California, Los Angeles.....	R. B. von KleinSmid
Whittier College, Whittier.....	W. O. Mendenhall

COLORADO

Colorado College, Colorado Springs.....	Thurston J. Davies
University of Denver, Denver.....	Caleb Frank Gates, Jr.

CONNECTICUT

Albertus Magnus College, New Haven.....	Sister Uriel
Connecticut College for Women, New London.....	Katharine Blunt
St. Joseph College, West Hartford.....	Sister H. Rosa, <i>Dean</i>
Trinity College, Hartford.....	Remsen B. Ogilby
University of Connecticut, Storrs.....	Albert N. Jorgensen
Wesleyan University, Middletown.....	James L. McConaughy
Yale University, New Haven.....	Charles Seymour

DELAWARE

University of Delaware, Newark.....	Walter Hullihen
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DISTRICT OF COLUMBIA

American University, Washington.....	Paul F. Douglass
Catholic University of America, Washington.....	Joseph M. Corrigan

Dunbarton College of Holy Cross, Washington.....	Sister M. Rose Elizabeth
George Washington University, Washington.....	C. H. Marvin
Georgetown University, Washington.....	Arthur A. O'Leary
Howard University, Washington.....	Mordecai W. Johnson

FLORIDA

Florida Agricultural and Mechanical College, Tallahassee.....	J. R. E. Lee
Florida Southern College, Lakeland.....	Ludd M. Spivey
Florida State College for Women, Tallahassee.....	Doak S. Campbell
John B. Stetson University, Deland.....	W. S. Allen
Rollins College, Winter Park.....	Hamilton Holt
University of Florida, Gainesville.....	John J. Tigert
University of Miami, Coral Gables.....	Bowman F. Ashe

GEORGIA

Agnes Scott College, Decatur.....	James R. McCain
Atlanta University, Atlanta.....	Rufus E. Clement
Berry College, Mount Berry.....	G. Leland Green
Bessie Tift College, Forsyth.....	C. L. McGinty
Brenau College, Gainesville.....	H. J. Pearce
Clark College, Atlanta.....	James P. Brawley
Emory University, Emory University.....	Harvey W. Cox
Georgia State College for Women, Milledgeville.....	Guy H. Wells
Georgia State Woman's College, Valdosta.....	Frank R. Reade
Mercer University, Macon.....	Spright Dowell
Morehouse College, Atlanta.....	Benjamin E. Mays
Morris Brown College, Atlanta.....	Wm. A. Fountain, Jr.
Paine College, Augusta.....	E. C. Peters
Piedmont College, Demorest.....	Malcolm B. Dana
Shorter College, Rome.....	Paul M. Cousins
Spelman College, Atlanta.....	Florence M. Read
University of Georgia, Athens.....	Harmon W. Caldwell
Wesleyan College, Macon.....	Arthur Moore, <i>Acting</i>

IDAHO

College of Idaho, Caldwell.....	William Webster Hall, Jr.
Northwest Nazarene College, Nampa.....	Russell V. DeLong

ILLINOIS

Augustana College, Rock Island.....	Conrad Bergendoff
Aurora College, Aurora.....	Theodore Pierson Stephens
Barat College of the Sacred Heart, Lake Forest.....	Mother Eleanor Regan
Bradley Polytechnic Institute, Peoria.....	F. R. Hamilton
Carthage College, Carthage.....	Rudolph G. Schulz, Jr.
Central Y. M. C. A. College, Chicago.....	Edward J. Sparling
College of St. Francis, Joliet.....	Sister M. Aniceta

De Paul University, Chicago.....	Michael J. O'Connell
Elmhurst College, Elmhurst.....	Timothy Lehmann
Eureka College, Eureka.....	Burrus Dickinson
George Williams College, Chicago.....	Harold C. Coffman
Greenville College, Greenville.....	Henry J. Long
Illinois College, Jacksonville.....	H. Gary Hudson
Illinois Wesleyan University, Bloomington.....	W. E. Shaw
James Millikin University, Decatur.....	John C. Hessler
Knox College, Galesburg.....	Carter Davidson
Lake Forest College, Lake Forest.....	Herbert M. Moore
Loyola University, Chicago.....	Samuel K. Wilson
MacMurray College, Jacksonville.....	Clarence P. McClelland
McKendree College, Lebanon.....	Clark R. Yost
Monmouth College, Monmouth.....	J. H. Grier
Mundelein College, Chicago.....	Sister Mary Justitia
North Central College, Naperville.....	E. E. Rall
Northwestern University, Evanston.....	Franklyn Bliss Snyder
Quincy College, Quincy.....	John Koebele
Rockford College, Rockford.....	Mary Ashby Cheek
Rosary College, River Forest.....	Sister M. Evelyn
St. Xavier College for Women, Chicago.....	Sister Mary Inez Bogan
Shurtleff College, Alton.....	Guy Wimmer
The Principia, Elmhurst.....	F. E. Morgan
University of Chicago, Chicago.....	A. J. Brumbaugh, <i>Dean</i>
University of Illinois, Urbana.....	M. T. McClure, <i>Dean</i>
Wheaton College, Wheaton.....	V. R. Edman

INDIANA

Butler University, Indianapolis.....	Daniel Sommer Robinson
DePauw University, Greencastle.....	Clyde E. Wildman
Earlham College, Richmond.....	William C. Dennis
Evansville College, Evansville.....	Lincoln B. Hale
Franklin College, Franklin.....	William G. Spencer
Goshen College, Goshen.....	Ernest E. Miller
Hanover College, Hanover.....	Albert G. Parker, Jr.
Indiana Central College, Indianapolis.....	I. J. Good
Indiana University, Bloomington.....	Herman B. Wells
Manchester College, North Manchester.....	V. F. Schwalm
Rose Polytechnic Institute, Terre Haute.....	Donald B. Prentice
St. Mary-of-the-Woods College, St. Mary-of-the-Woods.....	Mother Mary Raphael
St. Mary's College, Notre Dame.....	Sister M. Madeleva
University of Notre Dame, Notre Dame.....	J. Hugh O'Donnell
Wabash College, Crawfordsville.....	Frank Hugh Sparks

IOWA

Central College, Pella.....	Irwin J. Lubbers
Clarke College, Dubuque.....	Sister Mary Ambrose

Coe College, Cedar Rapids	C. Harve Geiger, <i>Acting</i>
Cornell College, Mt. Vernon	John B. Magee
Drake University, Des Moines	Henry Gadd Harmon
Grinnell College, Grinnell	Samuel Nowell Stevens
Iowa Wesleyan College, Mt. Pleasant	Stanley B. Niles
Loras College, Dubuque	M. J. Martin
Luther College, Decorah	O. J. H. Preus
Morningside College, Sioux City	Earl A. Roadman
Parsons College, Fairfield	Herbert C. Mayer
St. Ambrose College, Davenport	Ambrose J. Burke
Simpson College, Indianola	Edwin E. Voight
State University of Iowa, Iowa City	Virgil M. Hancher
University of Dubuque, Dubuque	Dale D. Welch
Upper Iowa University, Fayette	Vivian T. Smith
William Penn College, Oskaloosa	Henry E. McGrew

KANSAS

Baker University, Baldwin City	Nelson P. Horn
Bethel College, North Newton	Edmund G. Kaufman
College of Emporia, Emporia	Daniel A. Hirschler
Friends University, Wichita	W. A. Young
Kansas Wesleyan University, Salina	Edgar K. Morrow
Marymount College, Salina	Mother Rose Waller
McPherson College, McPherson	W. W. Peters
Mount St. Scholastica College, Atchison	Mother Lucy Dooley
Ottawa University, Ottawa	Andrew B. Martin
Saint Mary College, Leavenworth	A. M. Murphy
Southwestern College, Winfield	Frank E. Mossman
Sterling College, Sterling	H. A. Kelsey
University of Wichita, Wichita	W. M. Jardine
Washburn Municipal University	Arthur G. Sellen, <i>Acting</i>

KENTUCKY

Asbury College, Wilmore	Z. T. Johnson
Berea College, Berea	Francis Stephenson Hutchins
Centre College, Danville	Robert L. McLeod, Jr.
Georgetown College, Georgetown	Henry N. Sherwood
Nazareth College, Louisville	Sister Mary Anastasia Coady
Transylvania College, Lexington	Raymond F. McLain
Union College, Barbourville	Conway Boatman
University of Kentucky, Lexington	Herman Lee Donovan
University of Louisville, Louisville	R. A. Kent

LOUISIANA

Brescia College, New Orleans	Mother Mary Loretta
Centenary College of Louisiana, Shreveport	Pierce Cline

Dillard University, New Orleans.....	Albert W. Dent
H. Sophie Newcomb Memorial College for Women, New Orleans	Frederick Hard, <i>Dean</i>
Louisiana Polytechnic Institute, Ruston.....	Claybrook Cottingham
Louisiana State University, University.....	Campbell B. Hodges
Loyola University, New Orleans.....	Percy A. Roy
Southwestern Louisiana Institute, Lafayette.....	Joel L. Fletcher
Tulane University, New Orleans.....	R. C. Harris
Xavier University, New Orleans.....	Mother M. Agatha

MAINE

Bates College, Lewiston.....	Clifton D. Gray
Bowdoin College, Brunswick.....	Kenneth C. M. Sills
Colby College, Waterville.....	Franklin W. Johnson
St. Joseph's College, Portland.....	Sister Mary Honoratus, <i>Dean</i>
University of Maine, Orono.....	Arthur A. Hauck

MARYLAND

College of Notre Dame of Maryland, Baltimore.....	Sister Mary Frances
Goucher College, Baltimore.....	David A. Robertson
Hood College, Frederick.....	Henry I. Stahr
Johns Hopkins University, Baltimore.....	Isaiah Bowman
Loyola College, Baltimore.....	Edward B. Bunn
Morgan State College, Baltimore.....	D. O. W. Holmes
Mount St. Mary's College, Emmitsburg.....	J. L. Sheridan
St. John's College, Annapolis.....	Stringfellow Barr
St. Joseph's College, Emmitsburg.....	Sister Paula Dunn
University of Maryland, College Park.....	H. C. Byrd
Washington College, Chestertown.....	Gilbert W. Mead
Western Maryland College, Westminster.....	Fred G. Holloway

MASSACHUSETTS

American International College, Springfield.....	Chester S. McGown
Amherst College, Amherst.....	Stanley King
Boston College, Chestnut Hill.....	William J. Murphy
Boston University, Boston.....	Daniel L. Marsh
Clark University, Worcester.....	Wallace W. Atwood
College of Our Lady of the Elms, Chicopee.....	John R. Rooney, <i>Vice-Pres.</i>
College of the Holy Cross, Worcester.....	Joseph R. N. Maxwell
Emmanuel College, Boston.....	Sister Agnes Cecilia
Harvard University, Cambridge.....	James B. Conant
Massachusetts Institute of Technology, Cambridge.....	Robert G. Caldwell, <i>Dean</i>
Massachusetts State College, Amherst.....	Hugh P. Baker
Mount Holyoke College, South Hadley.....	Roswell G. Ham
Regis College, Weston.....	Sister Honora
Simmons College, Boston.....	Bancroft Beatley
Smith College, Northampton.....	Herbert J. Davis

Springfield College, Springfield	Ernest M. Best
Tufts College, Tufts College	Leonard Carmichael
Wellesley College, Wellesley	Mildred H. McAfee
Wheaton College, Norton	J. Edgar Park
Williams College, Williamstown	James P. Baxter, 3rd
Worcester Polytechnic Institute, Worcester	Watt Tyler Cluverius

MICHIGAN

Adrian College, Adrian	Samuel J. Harrison
Albion College, Albion	John L. Seaton
Alma College, Alma	John Wirt Dunning
Emmanuel Missionary College, Berrien Springs	H. J. Klooster
Hillsdale College, Hillsdale	Willfred Mauck
Hope College, Holland	Wynand Wichers
Kalamazoo College, Kalamazoo	Paul L. Thompson
Marygrove College, Detroit	Sister M. Honora
Michigan State College of Agriculture and Applied Science, East Lansing	John A. Hannah
Nazareth College, Nazareth	Sister M. Kevin
Olivet College, Olivet	Joseph H. Brewer
Siena Heights College, Adrian	Mother M. Gerald
University of Detroit, Detroit	Charles H. Cloud
University of Michigan, Ann Arbor	Edward H. Kraus, Dean
Wayne University, Detroit	Frank Cody

MINNESOTA

Augsburg College, Minneapolis	Bernhard Christensen
Carleton College, Northfield	D. J. Cowling
College of St. Benedict, St. Joseph	Sister Claire, Dean
College of St. Catherine, St. Paul	Sister Eucharista
College of St. Scholastica, Duluth	Mother M. Agnes Somers
College of St. Teresa, Winona	Sister Mary A. Molloy
College of St. Thomas, St. Paul	James H. Moynihan
Concordia College, Moorhead	J. N. Brown
Gustavus Adolphus College, St. Peter	O. J. Johnson
Hamline University, St. Paul	Charles N. Pace
Macalester College, St. Paul	Charles J. Turek
St. Mary's College, Winona	Brother Leopold
St. Olaf College, Northfield	L. W. Boe
University of Minnesota, Minneapolis	John T. Tate, Dean

MISSISSIPPI

Belhaven College, Jackson	G. T. Gillespie
Blue Mountain College, Blue Mountain	Lawrence T. Lowrey
Millsaps College, Jackson	Marion L. Smith
Mississippi College, Clinton	D. M. Nelson

Mississippi State College, State College.....	G. D. Humphrey
Mississippi State College for Women, Columbus.....	B. L. Parkinson
University of Mississippi, University.....	A. B. Butts

MISSOURI

Central College, Fayette.....	Robert H. Ruff
Culver-Stockton College, Canton.....	W. H. McDonald
Drury College, Springfield.....	James Franklin Findlay
Fontbonne College, St. Louis.....	Mother Joseph Aloysius
Lindenwood College, St. Charles.....	Harry M. Gage
Maryville College, St. Louis.....	Mother Marie-Odéide Mouton
Missouri Valley College, Marshall.....	Thomas W. Bibb
Park College, Parkville.....	William L. Young
Rockhurst College, Kansas City.....	William H. McCabe
St. Louis University, St. Louis.....	Harry B. Crimmins
University of Kansas City, Kansas City.....	Clarence R. Decker
University of Missouri, Columbia.....	F. A. Middlebush
Washington University, St. Louis.....	George R. Throop
Webster College, Webster Groves.....	George F. Donovan
Westminster College, Fulton.....	Franc L. McCluer
William Jewell College, Liberty.....	John F. Herget

MONTANA

Carroll College, Helena.....	Emmet J. Riley
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NEBRASKA

Creighton University, Omaha.....	J. P. Zuercher
Doane College, Crete.....	Bryan S. Stoffer
Duchesne College, Omaha.....	Mother Helen Casey
Hastings College, Hastings.....	John W. Creighton
Nebraska Wesleyan University, Lincoln.....	B. F. Schwartz
Union College, Lincoln.....	A. H. Rulkoetter
University of Nebraska, Lincoln.....	C. S. Boucher
University of Omaha, Omaha.....	Rowland Haynes
York College, York.....	J. R. Overmiller

NEW HAMPSHIRE

Dartmouth College, Hanover.....	Ernest M. Hopkins
St. Anselm's College, Manchester.....	Bertrand C. Dolan
University of New Hampshire, Durham.....	Fred Engelhardt

NEW JERSEY

Brothers College, Drew University, Madison.....	Arlo A. Brown
College of St. Elizabeth, Convent Station.....	Sister Marie José Byrne
Georgian Court College, Lakewood.....	Mother Mary John
New Jersey College for Women, Rutgers University, New Brunswick	
	Margaret T. Corwin, <i>Dean</i>

Princeton University, Princeton.....	Harold W. Dodds
Rutgers University, New Brunswick.....	Robert C. Clothier
St. Peter's College, Jersey City.....	Dennis J. Comey
Seton Hall College, South Orange.....	James F. Kelley
University of Newark, Newark.....	George H. Black
Upsala College, East Orange.....	Evald B. Lawson

NEW MEXICO

University of New Mexico, Albuquerque.....	J. F. Zimmerman
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NEW YORK

Adelphi College, Garden City.....	Paul D. Eddy
Alfred University, Alfred.....	J. Nelson Norwood
Bard College, Columbia University, Annandale-on-Hudson.....	Charles Harold Gray, <i>Dean</i>
Barnard College, Columbia University, New York.....	Virginia C. Gildersleeve, <i>Dean</i>
Brooklyn College, Brooklyn.....	Harry David Gideonse
Canisius College, Buffalo.....	Timothy J. Coughlin
Clarkson College of Technology, Potsdam.....	John A. Ross, Jr.
Colgate University, Hamilton.....	George B. Cutten
College of the City of New York, New York.....	Harry N. Wright
College of Mount St. Vincent, New York.....	Sister Catherine Marie, <i>Dean</i>
College of New Rochelle, New Rochelle.....	Francis W. Walsh
College of St. Rose, Albany.....	Sister M. Rosina, <i>Dean</i>
Columbia College, Columbia University, New York.....	Herbert E. Hawkes, <i>Dean</i>
Cornell University, Ithaca.....	Robert M. Ogden, <i>Dean</i>
D'Youville College, Buffalo.....	Sister Grace of the Sacred Heart
Elmira College, Elmira.....	Wm. S. A. Pott
Fordham University, New York.....	Robert I. Gannon
Good Counsel College, White Plains.....	Mother M. Aloysia
Hamilton College, Clinton.....	Wm. H. Cowley
Hartwick College, Oneonta.....	Henry J. Arnold
Hobart College, Geneva.....	John E. Lansing, <i>Acting</i>
Hofstra College, Hempstead.....	Truesdel Peck Calkins
Houghton College, Houghton.....	Stephen W. Paine
Hunter College, New York.....	George N. Shuster
Keuka College, Keuka Park.....	Henry E. Allen
Manhattan College, New York.....	Brother Victor
Manhattanville College of the Sacred Heart, New York.....	Mother Grace C. Dammann
Marymount College, Tarrytown-on-Hudson.....	Mother M. Gerard
Nazareth College, Rochester.....	Sister Teresa Marie, <i>Dean</i>
New York University, New York.....	Harold O. Voorhis, <i>Sec.</i>
Niagara University, Niagara Falls.....	Joseph M. Noonan
Polytechnic Institute of Brooklyn, Brooklyn.....	Harry S. Rogers
Queens College, Flushing.....	Paul Klapper

Russell Sage College, Troy.....	J. L. Meader
Saint Bonaventure College, Saint Bonaventure.....	Thomas Plassman
St. Francis College, Brooklyn.....	Brother Columba
St. John's University, Brooklyn.....	Edward J. Walsh
St. Joseph's College for Women, Brooklyn.....	William T. Dillon, <i>Dean</i>
St. Lawrence University, Canton.....	Millard H. Jencks
Sarah Lawrence College, Bronxville.....	Constance Warren
Skidmore College, Saratoga Springs.....	Henry T. Moore
Syracuse University, Syracuse.....	W. P. Graham
Union College, Schenectady.....	Dixon Ryan Fox
United States Military Academy, West Point.....	Robert L. Eichelberger
University of Buffalo, Buffalo.....	Samuel P. Capen
University of Rochester, Rochester.....	Alan C. Valentine
Vassar College, Poughkeepsie.....	Henry N. MacCracken
Wagner College, Staten Island.....	Clarence C. Stoughton
Wells College, Aurora.....	William E. Weld
Yeshiva College, New York.....	Jacob I. Hartstein, <i>Registrar</i>

NORTH CAROLINA

Agricultural and Technical College, Greensboro.....	F. D. Bluford
Bennett College, Greensboro.....	David D. Jones
Catawba College, Salisbury.....	Howard R. Omwake
Davidson College, Davidson.....	John R. Cunningham
Duke University, Durham.....	Robert L. Flowers
Elon College, Elon College.....	L. E. Smith
Flora Macdonald College, Red Springs.....	Henry G. Bedinger
Greensboro College, Greensboro.....	Luther L. Gobbel
Guilford College, Guilford College.....	Clyde A. Milner
High Point College, High Point.....	Gideon I. Humphreys
Johnson C. Smith University, Charlotte.....	H. L. McCroney
Lenoir Rhyne College, Hickory.....	P. E. Monroe
Livingstone College, Salisbury.....	W. J. Trent
Meredith College, Raleigh.....	Carlyle Campbell
North Carolina College for Negroes, Durham.....	James E. Shepard
Queens College, Charlotte.....	Hunter B. Blakely
Salem College, Winston-Salem.....	H. E. Rondthaler
Shaw University, Raleigh.....	Robert P. Daniel
University of North Carolina, Chapel Hill.....	Frank P. Graham
Wake Forest College, Wake Forest.....	Thurman D. Kitchin

NORTH DAKOTA

Jamestown College, Jamestown.....	B. H. Kroeze
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OHIO

Antioch College, Yellow Springs.....	A. D. Henderson
Ashland College, Ashland.....	Edward G. Mason

Baldwin-Wallace College, Berea	Louis C. Wright
Bluffton College, Bluffton	Lloyd L. Ramseyer
Capital University, Columbus	Otto Mees
College of Mount St. Joseph, Mount St. Joseph	Sister Maria Corona, Dean
College of Wooster, Wooster	C. F. Wishart
Defiance College, Defiance	John W. Claxton
Denison University, Granville	Kenneth I. Brown
Fenn College, Cleveland	C. V. Thomas
Findlay College, Findlay	Homer R. Dunathan
Heidelberg College, Tiffin	Clarence E. Josephson
Hiram College, Hiram	Paul H. Fall
John Carroll University, Cleveland	E. C. Horne
Kent State University, Kent	Karl C. Leebriek
Kenyon College, Gambier	Gordon Keith Chalmers
Lake Erie College, Painesville	Helen D. Bragdon
Marietta College, Marietta	Harry Kelso Eversull
Mary Manse College, Toledo	Sister M. Catherine Raynor
Mount Union College, Alliance	Charles B. Ketcham
Muskingum College, New Concord	Robert N. Montgomery
Notre Dame College, South Euclid	Mother Mary Evarista
Oberlin College, Oberlin	Ernest H. Wilkins
Ohio Northern University, Ada	Robert Williams
Ohio Wesleyan University, Delaware	Herbert J. Burgstahler
Otterbein College, Westerville	J. Ruskin Howe
St. Mary of the Springs College, Columbus	Sister Mary Aloyse
University of Akron, Akron	H. E. Simmons
University of Cincinnati, Cincinnati	Raymond Walters
Ursuline College, Cleveland	Mother M. Veronica
Western College, Oxford	Mrs. Alexander Thomson, Sr., Acting
Western Reserve University, Cleveland	W. G. Leutner
Wilberforce University, Wilberforce	R. R. Wright, Acting
Wilmington College, Wilmington	Arthur Watson
Wittenberg College, Springfield	Rees E. Tullos
Xavier University, Cincinnati	C. J. Steiner
Youngstown College, Youngstown	Howard W. Jones

OKLAHOMA

Oklahoma Agricultural and Mechanical College, Stillwater	H. G. Bennett
Oklahoma City University, Oklahoma City	C. Q. Smith
Phillips University, Enid	Eugene S. Briggs
University of Tulsa, Tulsa	C. I. Pontius

OREGON

Albany College, Portland	C. W. Greene
Linfield College, McMinnville	Wm. G. Everson
Pacific University, Forest Grove	Walter C. Giersbach
Reed College, Portland	Dexter M. Keezer

University of Portland, Portland	Charles C. Miltner
Willamette University, Salem	Carl Sumner Knopf

PENNSYLVANIA

Albright College, Reading	Harry V. Masters
Allegheny College, Meadville	William P. Tolley
Beaver College, Jenkintown	Raymon M. Kistler
Bucknell University, Lewisburg	A. C. Marts
Cedar Crest College for Women, Allentown	Dale H. Moore
College Misericordia, Dallas	Sister Mary Pierre Desmond
College of Chestnut Hill, Chestnut Hill	Sister Maria Kostka, <i>Dean</i>
Dickinson College, Carlisle	Fred P. Corson
Drexel Institute of Technology, Philadelphia	Parke R. Kolbe
Duquesne University, Pittsburgh	Raymond V. Kirk
Elizabethtown College, Elizabethtown	A. C. Baugher
Franklin and Marshall College, Lancaster	Theodore A. Distler
Geneva College, Beaver Falls	McLeod M. Pearce
Gettysburg College, Gettysburg	Henry W. A. Hanson
Grove City College, Grove City	Weir C. Ketler
Haverford College, Haverford	Felix Morley
Immaculata College, Immaculata	Francis J. Furey
Juniata College, Huntingdon	Charles C. Ellis
Lafayette College, Easton	William Mather Lewis
La Salle College, Philadelphia	Brother Emilian
Lebanon Valley College, Annville	Clyde A. Lynch
Lehigh University, Bethlehem	Clement C. Williams
Lincoln University, Lincoln University	Walter L. Wright
Marywood College, Scranton	Sister M. Marcella, <i>Acting</i>
Mercyhurst College, Erie	Sister M. Borgia Egan, <i>Dean</i>
Moravian College, Bethlehem	William N. Schwarze
Moravian College for Women, Bethlehem	Edwin J. Heath
Mount Mercy College, Pittsburgh	Mother M. Irenaeus
Muhlenberg College, Allentown	Levering Tyson
Pennsylvania College for Women, Pittsburgh	Herbert L. Spencer
Pennsylvania State College, State College	R. D. Hetzel
Rosemont College, Rosemont	Mother Mary Cleophas
St. Francis College, Loretto	John P. Sullivan
St. Joseph's College, Philadelphia	Thomas J. Love
St. Vincent's College, Latrobe	Alfred Koch
Seton Hill College, Greensburg	James A. W. Reeves
Susquehanna University, Selinsgrove	G. Morris Smith
Swarthmore College, Swarthmore	John W. Nason
Temple University, Philadelphia	Robert L. Johnson
Thiel College, Greenville	George H. Rowley, <i>Acting</i>
University of Pennsylvania, Philadelphia	Thomas S. Gates
University of Pittsburgh, Pittsburgh	John G. Bowman
University of Scranton, Scranton	Brother E. Leonard

Ursinus College, Collegeville.....	Norman E. McClure
Villa Maria College, Erie.....	Sister Mary Stella
Villanova College, Villanova.....	Edward V. Stanford
Washington and Jefferson College, Washington.....	Ralph C. Hutchison
Waynesburg College, Waynesburg.....	Paul R. Stewart
Westminster College, New Wilmington.....	Robert F. Galbreath
Wilson College, Chambersburg.....	Paul Swain Havens

PUERTO RICO

Polytechnic Institute of Puerto Rico, San German.....	Jarvis S. Morris
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RHODE ISLAND

Brown University, Providence.....	Henry M. Wriston
Pembroke College, Brown University, Providence.....	Margaret S. Morriss, <i>Dean</i>
Providence College, Providence.....	John J. Dillon
Rhode Island State College, Kingston.....	Carl R. Woodward

SOUTH CAROLINA

Coker College, Hartsville.....	Charles S. Green
College of Charleston, Charleston.....	Harrison Randolph
Columbia College, Columbia.....	J. Caldwell Guilds
Converse College, Spartanburg.....	Edward M. Gwathmey
Erskine College, Due West.....	Robert C. Grier
Furman University, Greenville.....	John L. Plyler
Lander College, Greenwood.....	John Marvin Rast
Limestone College, Gaffney.....	R. C. Granberry
Newberry College, Newberry.....	James C. Kinard
Presbyterian College, Clinton.....	William P. Jacobs
State Agricultural and Mechanical College, Orangeburg.....	M. F. Whittaker
The Citadel, Charleston.....	C. P. Summerall
Winthrop College, Rock Hill.....	Shelton J. Phelps
Wofford College, Spartanburg.....	Henry N. Snyder

SOUTH DAKOTA

Augustana College, Sioux Falls.....	Clemens M. Granskou
Dakota Wesleyan University, Mitchell.....	Joseph H. Edge
Huron College, Huron.....	George F. McDougall
Sioux Falls College, Sioux Falls.....	Barrett Lowe
Yankton College, Yankton.....	Joseph L. McCorison

TENNESSEE

Cumberland University, Lebanon.....	Laban L. Rice
Fisk University, Nashville.....	Thomas E. Jones
King College, Bristol.....	Thomas P. Johnston
Knoxville College, Knoxville.....	John A. Cotton, <i>Acting</i>
Lane College, Jackson.....	J. F. Lane

Lincoln Memorial University, Harrogate.....	S. W. McClelland
Maryville College, Maryville.....	Ralph W. Lloyd
Milligan College, Milligan.....	Charles E. Burns, <i>Acting</i>
Southwestern, Memphis.....	Charles E. Diehl
Tennessee College, Murfreesboro.....	Merrill D. Moore
Tusculum College, Greeneville.....	Charles A. Anderson
Union University, Jackson.....	John J. Hurt
University of Chattanooga, Chattanooga.....	Archie M. Palmer
University of the South, Sewanee.....	Alexander Guerry
University of Tennessee, Knoxville.....	James D. Hoskins
Vanderbilt University, Nashville.....	O. C. Carmichael

TEXAS

Abilene Christian College, Abilene.....	Don H. Morris
Baylor University, Waco.....	Pat M. Neff
Hardin-Simmons University, Abilene.....	W. R. White
Howard Payne College, Brownwood.....	Thomas H. Taylor
Incarnate Word College, San Antonio.....	Sister M. Columkille
Mary Hardin-Baylor College, Belton.....	Gordon G. Singleton
McMurry College, Abilene.....	Frank L. Turner
Our Lady of the Lake College, San Antonio.....	John LaSalle McMahon
Rice Institute, Houston.....	E. O. Lovett
St. Edward's University, Austin.....	Stanislaus F. Lisewski
St. Mary's University of San Antonio, San Antonio.....	Walter F. Golatka
Southern Methodist University, Dallas.....	Umphrey Lee
Southwestern University, Georgetown.....	J. W. Bergin
Texas Christian University, Fort Worth.....	M. E. Sadler
Texas College, Tyler.....	D. R. Glass
Texas College of Arts and Industries, Kingsville.....	J. L. Nierman, <i>Acting</i>
Texas State College for Women, Denton.....	L. H. Hubbard
Texas Technological College, Lubbock.....	Clifford B. Jones
Texas Wesleyan College, Fort Worth.....	Law Sone
Trinity University, Waco.....	Frank L. Wear
University of Texas, Austin.....	Homer P. Rainey
Wiley College, Marshall.....	M. W. Dogan

UTAH

Brigham Young University, Provo.....	F. S. Harris
University of Utah, Salt Lake City.....	LeRoy E. Cowles

VERMONT

Bennington College, Bennington.....	Lewis Webster Jones
Middlebury College, Middlebury.....	Paul D. Moody
St. Michael's College, Winooski.....	James H. Petty
University of Vermont, Burlington.....	John S. Mills

VIRGINIA

Bridgewater College, Bridgewater	Paul H. Bowman
College of William and Mary, Williamsburg	John S. Bryan
Emory and Henry College, Emory	Foye G. Gibson
Hampden-Sydney College, Hampden-Sydney	Edgar Graham Gammon
Hampton Institute, Hampton	Malcolm S. MacLean
Hollins College, Hollins	Bessie C. Randolph
Lynchburg College, Lynchburg	R. B. Montgomery
Mary Baldwin College, Staunton	L. Wilson Jarman
Randolph-Macon College, Ashland	J. Earl Moreland
Randolph-Macon Woman's College, Lynchburg	Theodore H. Jack
Roanoke College, Salem	Charles J. Smith
Sweet Briar College, Sweet Briar	Meta Glass
University of Richmond, Richmond	F. W. Boatwright
University of Virginia, Charlottesville	John L. Newcomb
Virginia Military Institute, Lexington	Charles E. Kilbourne
Virginia Polytechnic Institute, Blacksburg	Julian A. Burruss
Virginia State College for Negroes, Ettrick	John M. Gandy
Virginia Union University, Richmond	J. Marcus Ellison
Washington and Lee University, Lexington	Francis P. Gaines

WASHINGTON

College of Puget Sound, Tacoma	Edward H. Todd
Gonzaga University, Spokane	Leo G. Robinson
Seattle College, Seattle	Francis E. Corkery
Seattle Pacific College, Seattle	C. Hoyt Watson
Whitman College, Walla Walla	W. A. Bratton
Whitworth College, Spokane	Frank F. Warren

WEST VIRGINIA

Bethany College, Bethany	W. H. Cramblet
Davis and Elkins College, Elkins	R. T. L. Liston
Marshall College, Huntington	James E. Allen
Salem College, Salem	S. O. Bond
West Virginia State College, Institute	John W. Davis
West Virginia University, Morgantown	Chas. E. Lawall
West Virginia Wesleyan College, Buckhannon	Wallace B. Fleming, <i>Acting</i>

WISCONSIN

Beloit College, Beloit	Irving Maurer
Carroll College, Waukesha	G. T. Vander Lugt
Lawrence College, Appleton	Thomas N. Barrows
Milton College, Milton	J. G. Meyer
Milwaukee-Downer College, Milwaukee	Lucia R. Briggs
Mount Mary College, Milwaukee	Edward A. Fitzpatrick
Northland College, Ashland	J. D. Brownell
Ripon College, Ripon	Silas Evans

CANADA

Acadia University, Wolfville, Nova Scotia.....	F. W. Patterson
Mount Allison University, Sackville, New Brunswick.....	George J. Trueman
University of Western Ontario, London, Ontario.....	W. Sherwood Fox

HONORARY MEMBERS

American Association for the Advancement of Science
American Association of University Professors
American Association of University Women
American Council of Learned Societies
American Council on Education
Carnegie Corporation
Carnegie Foundation for the Advancement of Teaching
Council of Church Boards of Education and its constituent Boards
General Education Board
Institute of International Education
Jesuit Educational Association
National Catholic Educational Association
Social Science Research Council
Southern Education Foundation
United Chapters of Phi Beta Kappa
United States Office of Education

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man
Fox

CONSTITUTION OF THE ASSOCIATION OF AMERICAN COLLEGES, INCORPORATED

ARTICLE I

PURPOSE

The purpose of the Association shall be the promotion of higher education in all its forms in the colleges of liberal arts and sciences which shall become members of this Association, and the prosecution of such plans as may make more efficient the institutions included in its membership.

ARTICLE II

The name of this Association shall be the "Association of American Colleges, Incorporated."

ARTICLE III

MEMBERSHIP

SECTION 1. The membership of the Association shall be composed of those colleges of liberal arts and sciences which may be duly elected to membership in the Association after recommendation by the Board of Directors.

SECTION 2. Honorary Membership.—The general secretaries of church boards of education and officials of educational foundations and other cooperating agencies may be elected to honorary membership.

ARTICLE IV

REPRESENTATION

Every institution recognized as a member of this Association shall be entitled to representation in each meeting of the Association by an accredited representative. Other members of the faculty or board of trustees of any institution belonging to this Association, the officers of church boards cooperating with such an institution, and the representatives of foundations and other cooperating agencies, shall be entitled to all the privileges of representatives except the right to vote. Each institution recognized as a member of the Association shall be entitled to one vote on any

question before the Association, the vote to be cast by its accredited representative.

ARTICLE V

FIELD OF OPERATION

SECTION 1. The territory in which the operations of the Association are principally to be conducted is the United States.

SECTION 2. The principal office of the Association shall be located in the City of New York, State of New York.

ARTICLE VI

OFFICERS

SECTION 1. The Association shall elect from its membership the following:

1. President
2. Vice-President
3. Executive Director
4. Treasurer

SECTION 2. The Executive Director shall be the executive officer of the Association and shall serve until his successor is duly elected. The other officers shall serve for one year or until their successors are duly elected. Election of officers shall be by ballot.

SECTION 3. The duties of the respective officers shall be those usually connected with said offices.

ARTICLE VII

BOARD OF DIRECTORS

SECTION 1. The Board of Directors shall consist of eight members, four of whom shall be elected by ballot by the Association, and the other four shall consist of the officers of the Association.

SECTION 2. The President of the Association shall be *ex officio* chairman of the Board of Directors.

SECTION 3. Except as provided by statute and as directed by the members of the Association, and subject to the Constitution and By-Laws, the Board of Directors shall have power to manage, operate and direct the affairs of the Association and fill all vacancies.

ARTICLE VIII

QUORUM

Representatives of twenty-five members of the Association shall be necessary to form a quorum for the transaction of business.

ARTICLE IX

BY-LAWS

The Association may enact By-Laws for its own government, not inconsistent with the provisions hereof and the certificate of incorporation.

ARTICLE X

AMENDMENTS

Amendments to the foregoing Constitution may be offered at any regular annual meeting, and shall be in writing, signed by the mover and two seconds. They shall then lie on the table until the next annual meeting, and shall require for their adoption the affirmative vote of two thirds of the members then present.

BY-LAWS

1. Applications for membership shall be made to the Board of Directors, which shall, after investigation of the standing of the institution, recommend to the Association.

2. The annual dues shall be fifty dollars (\$50.00) per member. Non-payment of dues for two successive years shall cause forfeiture of membership.

3. At least one meeting of the Association shall be held in the month of January of each calendar year. Special meetings may be called by the Board of Directors, provided that four-weeks' notice in writing be given each institution connected with the Association.

4. The place of the annual meeting of the Association shall be determined each year by the Board of Directors.

5. All expenditure of funds of the Association shall be authorized by resolution of the Association, or subject to later approval by the Association, by the Board of Directors.

6. The President shall appoint a Committee on Resolutions at

the beginning of each annual meeting, to which shall be referred for consideration and recommendation all special resolutions offered by members of the Association.

7. The Executive Director shall mail three copies of all official bulletins to all institutions which are members of the Association. Additional copies, either for the institution or for any officer or faculty member, may be had at a special rate.

8. These By-Laws may be amended at any business session of the Association by two thirds vote, provided that notice of the proposed amendment has been presented at a previous session.

POLICY

In accordance with the action of the Association, the working policy of the Association is a policy of *inclusiveness and inter-helpfulness rather than of exclusiveness.*

FORMER PRESIDENTS

- 1915 President Robert L. Kelly, Earlham College; *Constitution adopted*
- 1915-16 President Robert L. Kelly, Earlham College
- 1916-17 President Henry Churchill King,* Oberlin College
- 1917-18 President John S. Nollen, Lake Forest College
- President Hill M. Bell,* Drake University, *Vice-President, pre-*
siding
- 1918-19 President Donald J. Cowling, Carleton College
- 1919-20 President William A. Shanklin,* Wesleyan University
- 1920-21 President Frederick C. Ferry, Hamilton College
- 1921-22 President Clark W. Chamberlain, Denison University
- 1922-23 President Charles A. Richmond,* Union College
- President Samuel Plantz,* Lawrence College, *Vice-President, pre-*
siding
- 1923-24 President Harry M. Gage, Coe College
- 1924-25 Chancellor J. H. Kirkland,* Vanderbilt University
- 1925-26 President Frank Aydelotte, Swarthmore College
- 1926-27 Dean John R. Effinger,* University of Michigan
- 1927-28 President Lucia R. Briggs, Milwaukee-Downer College
- 1928-29 President Trevor Arnett, General Education Board
- 1929-30 President Guy E. Snavely, Birmingham-Southern College
- 1930-31 Dean Luther P. Eisenhart, Princeton University
- 1931-32 President Ernest H. Wilkins, Oberlin College
- 1932-33 President Irving Maurer, Beloit College
- 1933-34 President Edmund D. Soper, Ohio Wesleyan University
- 1934-35 President William Mather Lewis, Lafayette College
- 1935-36 President Henry M. Wriston, Lawrence College
- 1936-37 President James R. McCain, Agnes Scott College
- 1937-38 President James L. McConaughy, Wesleyan University
- 1938-39 President John L. Seaton, Albion College
- 1939-40 President Meta Glass, Sweet Briar College
- 1940-41 President Edward V. Stanford, Villanova College
- 1941-42 President Remsen D. Bird, Occidental College

* Deceased.

EDITORIAL NOTES

THE RESULTS FROM THE INQUIRY concerning plans for **ACCELERATED PROGRAMS** already formulated by the member colleges show, on the basis of 400 questionnaires received up to February 10, 1942, that:

- 64 per cent will operate on the basis of two semesters plus a summer session, mostly of 12 weeks' duration
- 11 per cent on a three term, or "semester" basis
- 15 per cent for four quarters
- 10 per cent with no change in the present nine months' scheme with no summer session.

Nearly all of the last mentioned group are women's colleges.

THE COLUMBIA BROADCASTING SYSTEM has inaugurated a new program, titled "What's It All About?", which is broadcast over stations of the Columbia Pacific Network (KNX-CPN, Sunday, 9:30 to 10:00 PM, PST). The first program was broadcast Sunday evening, October 12, 1941. Pertinent questions and problems of the day are intelligently explained and clarified by members of the Pacific Southwest Academy of Political and Social Science as well as noted visiting authorities. "What's It All About?" is the outgrowth of a series of meetings by Dr. Remsen Bird, president of Occidental College and of the Association of American Colleges, Dr. Raymond McKelvey, president of the Pacific Southwest Academy of Political and Social Science, Dr. Morrison Handsaker, chairman of the Academy Radio Advisory Committee, Donald W. Thornburgh, CBS vice president in charge of Western Division and Frances Farmer Wilder, director of education, Columbia Pacific Network. *The new program is designed to clarify known issues rather than to start new controversies.* The program originates at the CBS studios at Columbia Square in Hollywood and presents Dr. Leo C. Rosten, noted social scientist and lecturer, as moderator.

AN EVALUATION OF SCHOLARSHIP AND CHARACTER OF COLLEGE STUDENTS by Theodore Pierson Stephens, president of Aurora College, Aurora, Illinois, had its origin "in the desire of the investigator to study the achievement

of college students in respect to certain points which have not been treated adequately in other reported investigations." ". . . The study being reported," writes Dr. Stephens in his *Introduction*, "differs, then, from other investigations of college achievement first, in the fact that it is concerned with the repeated testing of identical students in an effort to measure progress rather than status alone; second, in that it endeavors to measure character; and third, in that it seeks to discover the relationship between the test scores and character ratings and certain other factors." Private Edition, Distributed by The University of Chicago Libraries, Chicago, Illinois.

THE GRADUATE LIBRARY SCHOOL in the University of Chicago Studies in Library Science has published the first full-length study of public library service to the southern Negro. The analysis in **THE SOUTHERN NEGRO AND THE PUBLIC LIBRARY**, by Mrs. Eliza Atkins Gleason, is based on personal inspection of every public library in the South which serves Negroes. It was made "to determine just what public library service was available in 1939 to the 8,805,635 Negroes in thirteen southern states in which segregation of service is prevalent." The statistical material relating to the number of Negroes served by public libraries, the amount spent for such service as contrasted with similar information on service for whites is nowhere else available. Accurate and detailed in its factual basis, and carefully objective in its method of treatment, the study breaks new ground with extensive information concerning the dual system of service, the way in which it is organized and governed, its support, its provision by agencies other than public libraries, and the most appropriate means by which it may be extended.

THE AMERICAN LIBRARY ASSOCIATION created this last year the **COMMITTEE ON AID TO LIBRARIES IN WAR AREAS**, headed by Mr. John R. Russell, the Librarian of the University of Rochester. The Committee is faced with numerous serious problems and hopes that college and university faculty members will be of considerable aid in the solution of one of these problems.

One of the most difficult tasks in the reconstruction after the first World War was that of completing foreign institutional sets

of American scholarly, scientific and technical periodicals. The attempt to avoid a duplication of that situation is currently the concern of the Committee.

Many sets of journals will be broken by the financial inability of the institutions to renew subscriptions. As far as possible they will be completed from a stock of periodicals being purchased by the Committee. Many more will have been broken through mail difficulties and loss of shipment, while still others will have disappeared in the destruction of libraries. The size of the eventual demand is impossible to estimate.

Questions concerning the project or concerning the value of particular periodicals to the project can be directed to Wayne M. Hartwell, Executive Assistant to the Committee, Rush Rhees Library, University of Rochester, Rochester, New York.

THE EAST INDIES INSTITUTE OF AMERICA, INC. (15 West 77th Street, New York City) is a new organization, formed as a non-profit membership corporation on July 28, 1941. It is dedicated to the promotion of studies and research pertaining to the Malay Archipelago, the Malay Peninsula, the Philippine Islands and regions culturally connected with them. Moreover, it is "to serve as a bond of union among scholars and cultural institutions in the United States and in the East Indies for purposes of collaboration and coordination of information and research."

The Institute's Board of Directors, comprising most of the members of the original initiating committee, consists of Professor Adriaan J. Barnouw, Columbia University, *President*; Professor Ralph Linton, Columbia University, *Vice President*; Dr. Margaret Mead, American Museum of Natural History, New York, *Vice President*; Miss Claire Holt of New York, *Secretary-Treasurer*; Dr. Edwin R. Embree, The Julius Rosenwald Fund, Chicago; Dr. Cora Du Bois, Sarah Lawrence College, Bronxville, New York and Dr. Robert Heine-Goldorn, American Museum of Natural History, New York.

Points on the Institute's immediate program include the organization of a survey of resources available in the United States for the study of East Indian cultures; the publication of monographs on selected subjects pertaining to East Indian culture and

history; organization of comprehensive exhibitions on East Indian art and of lectures; securing funds for offering scholarships and fellowships to students of the East Indies in the fields of humanities and sciences; mediation between American learned institutions and individual scholars and those of the East Indies for the furtherance of collaboration in study and research. The publication of a journal or a bulletin is to be considered at a future date.

THE UNIVERSITY ADMINISTRATION QUARTERLY is a new publication for college and university officials. Edited by David Andrew Weaver of The College of the City of New York, it is published in October, January, April and June. The first issue appeared in October, 1941. It is Editor Weaver's desire to present articles concerning practical administrative problems helpful to all institutions of higher education.

HENRY M. WRISTON answers with a strong affirmative the questions: Can America fight a war and preserve its democracy? and Can any good come out of war? and presents a fundamental strategy for a positive, constructive program of world rehabilitation in his new book **PREPARE FOR PEACE!** "For its clearheaded house cleaning of current misconceptions of the nature of war and peace, for its rugged faith in democracy, and for its farsighted perspective on our future course, this book is of tremendous importance. Primarily a plea to view the war not solely as a military action but also as the first step toward a new peace, it outlines the principles for the prosecution of war by a democracy, offers a sound strategy for drawing a peace treaty, and a positive program for postwar reconstruction. And it emphasizes the necessity for preparing for peace now, if, when hostilities cease, a decent world order is to be achieved. As a part of our preparation, the author advocates the establishment of a Foreign Service College on the model of the Army and Navy War Colleges, where foreign service officials would make a study of the future peace treaty and of the problems growing out of its impact upon the international structure, as well as the background and evolution of other major diplomatic problems. *Prepare for Peace!* is a stirring statement of democracy's ability to free the world of brutal regimes, a vigorous denial that democ-

racy must go totalitarian to fight the totalitarians, and an irrefutable answer to the 'wave of the future' propagandists."

LOUIS ADAMIC has presented a concrete, dramatic suggestion for defeating the anti-democratic forces that threaten the world's future in his most recent book *TWO-WAY PASSAGE*. In answer to the question: What can America do?—Mr. Adamic proposes, in outline, the full utilization of the most famous and successful practical experience in history—the American Experience. "We all came from somewhere: from many lands. That was the Passage Here. Now we've got to go back. This is the Passage Back. We've got to take to Europe our American revolution, our accumulated American Experience." The passage now is a passage to freedom for mankind. Harper & Brothers, New York, are the publishers.

THE PHILOSOPHY OF ALFRED NORTH WHITEHEAD appears as the third volume of *The Library of Living Philosophers* edited by Paul Arthur Schilpp. (Volume I, *The Philosophy of John Dewey* was reviewed in the November, 1939 issue of the *BULLETIN* and Volume II, *The Philosophy of George Santayana* in the March, 1941 issue). In the present volume the unique philosophical contributions and ideas of Alfred North Whitehead are described and critically appraised by some of his greatest philosophical contemporaries and other prominent scholars, eighteen in all. Whitehead himself has contributed his own autobiography and two previously unpublished essays on "Mathematics and The Good" and on "Immortality," which together constitute what he calls a sufficient "Summary" and concluding statement of his philosophical position. Included also is a bibliography of Whitehead's writings from 1879 to November, 1941. Published by Northwestern University, Evanston and Chicago.

PUBLIC SCHOOLS AND BRITISH OPINION SINCE 1860 is the second half of a study of the relationship between the English public school and the ideas and forces which influenced or molded its growth. The first half appeared in 1938 (American edition, 1939) under the title *Public Schools and British Opinion, 1780 to 1860*. The author of both volumes is Edward C. Mack. The present book is by no means a study of an institution short-circuited from reality but a real contribution to a better under-

standing of English life, which will be examined in every nook and cranny for startling evidence and argument as to why England is where she is today. Published by the Columbia University Press, New York.

"THE DOCTORS MAYO is an extraordinary book about three extraordinary men, the fascinating picture of a hundred years of medical progress, life on the American frontier as seen by a doctor on the job, and the revelation of how a small-town practice grew into an international institution." The preparation of the volume was entrusted by the Drs. Mayo to the University of Minnesota. Helen B. Clapesattle, historian and editor of the University Press, has, as author and in conjunction with the directors of the Press, striven to execute the commission to tell the story of their lives and work as they actually were. Guy Stanton Ford in his *Foreword* writes "The mass material, written and oral, at the base of this story is limitless but the author has mastered it, and the Drs. Mayo, father and sons, come alive in the story she has told. It was well that it was done by a trained historian before legend had claimed them for its own."

WHEN PEOPLES MEET, edited by Alain Locke and Bernhard J. Stern, is a study in race and culture contacts—"a comprehensive study of what happens when dominant and minority groups meet—in the past, in the present, in America and all over the world—analyzed by authorities." The work was undertaken under the auspices of the Progressive Education Association through a grant from the General Education Board.

STUDENT PERSONNEL PROBLEMS is a study of new students and personnel services by C. Gilbert Wrenn, professor of educational psychology at the University of Minnesota and Reginald Bell, associate professor of education at Stanford University. In writing this volume, the authors have attempted to present a clear but comprehensive analysis of the adjustment problems of new students in college; an outline in simple language of what both institutions and faculty advisors can do to meet these problems and a statement of the importance of a more careful articulation of the guidance given in high school with that given in college. Published by Farrar & Rinehart, Inc., New York.

ATENTION! TO YOUR HEALTH is the second in a series of three pamphlets prepared to assist young men who anticipate entering military service. The author, Ernest I. Stewart, Jr., presents, in easily understandable form, the more common facts about health as they apply to life in the Army. Published by the Bureau of Publications, Teachers College, Columbia University, New York.

HARRY N. HOLMES has completely revised and expanded into a third edition his book, **OUT OF THE TEST TUBE**, published by Emerson Books, Inc., New York. It is the result of a continued widespread demand by libraries, instructors in chemistry and the lay public for a simple, straightforward, up-to-date account, by an expert, of the marvels of chemistry and how these affect our everyday lives. Beginning with earliest chemical knowledge and the pioneers of the science, the book quickly becomes the engrossing story of the modern laboratory: its importance in industry and other domains today.

PRINCIPLES AND TECHNIQUES OF GUIDANCE written by D. Welty Lefever, Archie M. Turrell and Henry I. Weitzel, is based on the belief that guidance today stands at the crossroads. The authors discuss in detail the conditions affecting guidance, various meanings and concepts of guidance and the fundamental principles of guidance in PART I. The role of the teacher and also of the specialist in guidance is dealt with in PART II. Plans and procedures are presented in PART III and PART IV. The publisher is The Ronald Press Company, New York.

AMERICAN UNIVERSITIES AND COLLEGES THAT HAVE HELD BROADCAST LICENSE and RADIO EXTENSION COURSES BROADCAST FOR CREDIT are two compact little volumes by Carroll Atkinson describing the struggles of the 124 American institutions of higher learning that have held standard broadcast licenses since January 13, 1922 and the attempts made by 13 American universities and colleges to broadcast correspondence-extension courses for academic credit. The books are published by Meador Publishing Company, Boston as part of the Hattie and Luther Nelson Memorial Library.

HENRY S. DRINKER
DONOR OF *BACH CHORALE TEXTS*

ALL the member colleges of the association now have in their libraries a gift copy of Mr. Henry S. Drinker's unique booklet, *BACH CHORALE TEXTS*, which contains Mr. Drinker's original translations of all 389 Bach Chorales and his own index for locating the Chorales by melody. In this booklet Mr. Drinker also gives directions for reproducing cheap multiple copies of the music and for substituting the English words at minimum cost. Hundreds of letters have come from college presidents, choral directors and music instructors, many of whom have long been familiar with Mr. Drinker's work, praising the booklet as a valuable contribution to music and expressing gratitude to Mr. Drinker for the important part he is playing in building up our Circulating Library of Choral Music and in developing interest in choral music generally.

The extent of Mr. Drinker's work in the field of music is a source of constant amazement to those who are familiar with the wide range of his activities. Besides being one of Philadelphia's busiest corporation lawyers, he is Director of the Academy of Natural Sciences and of the Philadelphia Saving Fund Society and also Vice-president of the Pennsylvania Academy of Fine Arts. Still he has found time to pursue, with nationally-recognized results, his hobby of helping amateurs sing and play great music and to serve as President of the Philadelphia Bach Festival Society. Fourteen years ago he organized a chorus of over a hundred voices which he conducts with organ and small orchestra regularly in the Music Room of his home in Merion, Pennsylvania. This group sings solely for pleasure and musical experience a large repertory including 50 Bach Cantatas and all of Brahms choral works. Mr. Drinker is also interested in the Glee Clubs of the University of Pennsylvania and in The Montgomery Singers of which Mrs. Drinker is President and Manager. He prepared the well-known University of Pennsylvania Choral Series to solve for these groups the predominant problem in developing any chorus—the inability to procure the multiple copies of the music necessary for the singers. Because of his desire to stimulate the use of important choral literature by amateur choral societies throughout the country, particularly in schools and col-

leges, he has had more copies of the music printed than are needed by these groups and has donated them to the Association. These works are loaned without cost to the colleges requesting them, many of which have come to rely upon the Drinker Collection as a source of supply for their various choral groups.

The first thirty-five works in the Collection were added to the Circulating Library of Choral Music in 1938. Since that time Mr. Drinker's generous gifts have brought the number of Bach Cantatas and other shorter choral works in our Library up to 125, which represents a total of more than 70,000 copies of choral music. Scores and instrumentations for many of these works are now available and Mr. Drinker has assumed responsibility for the duplication by means of transparencies of those orchestral parts which can no longer be imported from Germany.

Mr. Drinker has made a special study of the choral works of J. S. Bach, which he considers the most permanently delightful and the most instructive choral music ever written, and he plans in the near future to prepare a booklet, similar to the *BACH CHORALE TEXTS*, in which he will deal with the Bach Cantatas. Mr. Drinker has also made a study of Brahms' works which has been published under the title, *THE CHAMBER MUSIC OF JOHANNES BRAHMS*.

Mr. Drinker holds degrees from Haverford, Harvard and the University of Pennsylvania, and is a senior partner in the firm of Drinker, Biddle and Reath in Philadelphia. He is the author of *The Use of the Term Res Gestae in the Law of Evidence in Pennsylvania*, 1905, and *The Interstate Commerce Act*, published in three volumes in 1908-09. In the course of his career Mr. Drinker has served as Associate Trustee and General Counsel of the University of Pennsylvania and as Manager of Haverford College. His four children, all of whom sing and play, support Mr. Drinker's contention that all children brought up in a musical environment can learn to perform and enjoy good music.

College students in all parts of the United States are using music from the Drinker Collection and through it gaining a familiarity with the great choral music of the world. On behalf of these students and all the member colleges of the Association we take this opportunity to express our sincere appreciation to Henry S. Drinker for all he has done to encourage and make possible choral participation in our colleges.

EDUCATION FORCES UNITE IN WARTIME COMMISSION

REPRESENTATIVES of 18 major national education and library associations with memberships totaling well over 1,000,000 have pledged united cooperation to the Government through a new Office of Education Wartime Commission, chairmaned by John W. Studebaker, United States Commissioner of Education.

Federal Security Administrator Paul V. McNutt announced the Commission at a meeting of school, college and library executives held in the U. S. Office of Education saying: "The time has come to create the wartime machinery to hasten an adjustment upon which our national life depends. Accordingly I have requested the U. S. Commissioner of Education to effect such an organization in connection with his Office as will make possible the most direct and workable contacts both with Government agencies on the one hand and educational institutions and organizations on the other."

Some problems already brought before the Commission are these:

Should schools and colleges hasten graduation by lengthening the school week or shortening vacations or reducing curricular content?

What proposals can be made to the War and Navy departments for the utilization of colleges and universities for training various types of Army and Navy personnel?

What are the most practicable plans for removing educational handicaps for men rejected in the draft?

Should nursery schools be established in anticipation of widespread employment of mothers in war industries?

How can health education be improved?

How can youth under military age be given an opportunity to be of service?

What can be done about the growing shortage of teachers?

What shall be said to college students eager to serve their nation in time of need?

How shall education plan for post-war readjustments?

Administrator McNutt declared that he would be "glad to receive from time to time, through the Commissioner, the definite

proposals for Government action which need to be brought to my attention. I shall assist in the development of those proposals which seem to me to be feasible by assuring their proper consideration by the appropriate Government officials, including the President."

Commissioner Studebaker immediately named Willard E. Givens and George F. Zook, chairmen respectively of committees on State and Local School Administration and on Higher Education. Dr. Givens is executive secretary of the National Education Association. Dr. Zook is president of the American Council on Education. Dr. Fred J. Kelly, chief, division of higher education, U. S. Office of Education, will act as executive director of the new Office of Education Wartime Commission. Other staff members of the Office of Education will assist Dr. Kelly.

Among the problems and proposals presented at the first meeting of this United Wartime Commission those concerning higher education were most numerous and pressing. Therefore the divisional committee on higher education organized and planned an extended meeting on December 30. At this session proposals will be drafted to go before a general conference of higher education leaders called in Baltimore January 2-4, 1942.

Dr. Kelly announced that the State and Local School Committee would meet on January 7.

Commissioner Studebaker explained that the Wartime Commission would be a two-way agency. It provides a channel by which educational proposals and problems can be brought to the Government. In reverse, it provides a channel by which the Government's wartime needs can be laid before the Nation's education forces and programs of action inaugurated.

Members of the new Office of Education Wartime Commission are:

J. W. Studebaker, U. S. Commissioner of Education, **CHAIRMAN**

Bess Goodykoontz, Assistant Commissioner of Education, **VICE CHAIRMAN**

Fred J. Kelly, Chief, Division of Higher Education, **EXECUTIVE DIRECTOR**

John Lund, Senior Specialist in the Education of School Administrators, **ASSISTANT EXECUTIVE DIRECTOR**

Harry A. Jager, Chief, Occupational Information and Guidance Service, ASSISTANT EXECUTIVE DIRECTOR

Selma M. Borchardt, Washington representative, American Federation of Teachers

Francis J. Brown, Executive Secretary, Sub-Committee on Military Affairs of the National Committee on Education and Defense

Morse A. Cartwright, Director, American Association for Adult Education

Francis S. Chase, Executive Secretary, Virginia Education Association, and representative, National Association of Secretaries of State Teachers Associations

John W. Davis, President, West Virginia State College, representing the Conference of Negro Land-Grant Colleges

L. H. Dennis, Executive Secretary, American Vocational Association, and Secretary, National Committee on Education and Defense

Ralph M. Dunbar, Chief, Library Service Division, and Secretary, Special Committee of American Library Association on Defense

Walter C. Eells, Executive Secretary, American Association of Junior Colleges

Paul E. Elicker, Executive Secretary, National Association of Secondary-School Principals

Guy Stanton Ford, Executive Secretary, American Historical Association representing the National Association of State Universities

Willard E. Givens, Executive Secretary, National Education Association, and Co-Chairman, National Committee on Education and Defense

Ralph Himstead, Executive Secretary, American Association of University Professors

H. V. Holloway, Secretary, National Council of Chief State School Officers

C. B. Hoover, Dean of the Graduate School, Duke University, representing the Association of American Universities

Rev. George Johnson, Director, Department of Education, National Catholic Welfare Conference

Mary E. Leeper, Executive Secretary, Association for Childhood Education

W. A. Lloyd, Director of Information, Association of Land-Grant Colleges and Universities

Howard H. Long, Assistant Superintendent of Schools, Washington, D. C., representing the American Teachers Association

Eva Pinkston, Executive Secretary, Elementary School Principals Department of the NEA

Frederick L. Redefer, Director, Progressive Education Association

S. D. Shankland, Secretary, American Association of School Administrators

John J. Seidel, State Director of Vocational Education, Maryland, and President, American Vocational Association

Guy E. Snively, Executive Director, Association of American Colleges

A. J. Stoddard, Superintendent of Schools, Philadelphia, and Chairman, Educational Policies Commission (William Carr as Alternate)

Charles H. Thompson, Dean of the College of Liberal Arts, Howard University, representing the Association of Colleges and Secondary Schools for Negroes

Edna Van Horn, Executive Secretary, American Home Economics Association

J. C. Wright, Assistant U. S. Commissioner for Vocational Education

George F. Zook, President, American Council on Education and Co-Chairman, National Committee on Education and Defense

Setting the Commission's goal, Commissioner Studebaker said:

"I have unalterable faith in the ability and disposition of American educators to bind themselves together in a solid and unyielding phalanx of resistance against the forces of evil and in the kind of complete cooperation that will eventually enable righteousness and peace to reign once more in this troubled world."

THE REGIONAL CONFERENCE OF THE ASSOCIATION OF AMERICAN COLLEGES*

REPRESENTATIVES of thirty-six eastern colleges and universities discussed the rôle of the liberal-arts college in the defense program at the regional conference of the Association of American Colleges, November 10, at Wellesley College. For the first time in the history of the association, student delegates were included at the meeting, thus providing for an interchange of opinion from both the student and the administrative points of view. In their addresses at the morning session, presided over by Mildred H. McAfee, president of Wellesley College, Leonard Carmichael, president of Tufts College and Remsen D. Bird, president of Occidental College and of the association, presented the problems confronting colleges.

Mr. Carmichael outlined two courses for colleges in the present emergency.

They must adapt their procedures where possible without educational loss to the special needs of this unprecedented period of history so that they may do their full part to bring victory to the nations that uphold among other freedoms free education. The colleges must also preserve the continuity of effectively trained academic generations in all branches of worthwhile knowledge, so that postwar reconstruction or neoconstruction of civilization may be accomplished effectively and expeditiously.

President Bird discussed the place of the association in the emergency, saying, "We can build out of the Association of American Colleges a mighty power uniting faculty and students in making a democracy work." To this end he urged colleges to come forth to the service of all people.

Student speakers answered the question, "What are we doing about defense?" at the luncheon meeting, with Dorothy C. Dann, student chairman of the Wellesley Committee on the National Emergency, presiding. The speakers were Janet Palone, president of Student Government at Elmira College; Francis Andrews, of the University of Maine; Jane Grey Wheeler, president of the Student Government Association at Pembroke College;

* Reprinted from *School and Society*, Volume 54, Number 1408, December 20, 1941.

Joseph C. Palamountain, managing editor of *The Dartmouth*; and John C. Robbins, Jr., president of the *Harvard Crimson*. In each case, the students indicated that their colleges were preserving the liberal-arts program while making additional efforts in behalf of the defense program.

Specific means by which different types of colleges may contribute to the defense program was the subject of the three afternoon discussions led by college presidents. The group led by Daniel L. Marsh, president of Boston University, analyzed the situation in regard to coeducational coordinate colleges and universities. At that time the delegates reaffirmed the necessity of making college students aware of the national emergency and defense problems, and of obtaining a more equitable relationship between the draft boards and the students. It was suggested that an agency be formed to study the relative merits of each person in the university and to assist the draft boards in placing students in the kind of service for which they are best fitted.

The group led by Katharine Blunt, president of Connecticut College, discussed defense work in women's colleges. Representatives reemphasized the importance of maintaining the continuity of academic work while developing skills useful in a crisis. Other issues under discussion included methods of cooperation with the USO, the place of special courses such as studies in ARP, radio communication, map reading and other defense training and the organization of individual colleges for the reception of evacuees in case of attack.

The third group, conducted by James L. McConaughy, president of Wesleyan University, treated the situation at men's colleges and universities. The defense organization of different institutions was outlined, and delegates discussed the various courses that might be of use to students going into the Army. Other topics considered included the problems of the effects of morale in army camps and of the effect of the divergent methods of different draft boards upon the undergraduates.

The three discussion groups presented reports at the concluding meeting of the conference, presided over by Guy E. Snavelly, executive director of the Association of American Colleges.

HÉLÈNE KAZANJIAN

WELLESLEY COLLEGE

THE REGIONAL CONFERENCE AT OCCIDENTAL COLLEGE

LAURENCE R. COOK

DIRECTOR OF PUBLICITY, OCCIDENTAL COLLEGE

“WHEN the statement is made that American youth is unresponsive, cynical, disillusioned and careless in this moment of supreme responsibility, the regional conference of the Association of American Colleges at Wellesley College in November and the conference of Occidental College in December prove the reverse to be true.” So said Dr. Remsen D. Bird, president of Occidental, on December 13, following the all-day conference on the Occidental campus on the subject, “The Colleges and World Responsibility.”

Dr. Bird, then president of the Association of American Colleges, went on: “This conference and the one at Wellesley are the first ever conducted in which student delegates, administration leaders, and faculty members have conferred together, recognizing their mutual responsibilities in education for the country.

“While the persons participating in the conferences were by no means swept away by emotions, they clearly revealed in every statement a recognition that we have a great tradition and philosophy and faith to defend, to preserve, to advance.”

The story of the Wellesley conference is told in this issue of the BULLETIN. What was the Occidental conference? Briefly, it was sponsored jointly by the Association of Colleges and Universities of the Pacific Southwest and the Pacific Southwest Academy (a center of the American Academy of Political and Social Science). The holding of the conference on the Occidental campus was appropriate since the presidents of both organizations were Occidental men, as was the president of the Association of American Colleges, the organization which suggested both conferences. Dr. Robert G. Cleland, vice-president of Occidental, is president of the Association of Colleges and Universities of the Pacific Southwest, and Raymond G. McKelvey, professor of political science, is president of the Pacific Southwest Academy.

To tell the story of the conference is not easy, because, except for a luncheon meeting, there were no general sessions. All de-

liberations were carried on in a series of seven roundtables, three in the morning and four in the afternoon. A résumé of several of these discussions follows.

In a student session on *The Role of the Student in the National Defense Program*, discussion centered in a plan for campus organization for civilian service. A student committee, representing most of the colleges in California, formulated a composite program which was later taken to Washington by Gilbert Harrison, national head of the youth division of the Office of Civilian Defense, who used the plan as a pattern for other colleges to follow.

The plan sets up a war council on each campus. Under this council all students become members of committees on air raid procedure, fires and other disasters, morale, information, first aid, conservation and other subjects appropriate to the Civilian Defense program.

In a discussion of *Freedom of Teaching in the War*, Dr. Merritt Y. Hughes, head of the English Department, University of Wisconsin, suggested the possibility of introducing college courses designed to indoctrinate American youth with democratic principles, as the Japanese and Germans have indoctrinated their youth with totalitarian principles.

In Dr. Hughes' opinion, however, the more American way is to emphasize the values of courses already in the curriculum. "We can defend democracy by studying our literature and history better than by studying political science," he asserted.

Dr. Donald A. Piatt, professor of philosophy, University of California at Los Angeles, declared: "The purpose of all academic institutions now should be to strengthen our democratic principles through examination of those principles and by proper teaching. If democracy is to prevail, we must examine democracy critically, finding out what is right about it, and, if anything is wrong, trying to correct that."

At a roundtable on the subject of *College Curriculums and National Defense*, Dr. William M. Whyburn, professor of mathematics, University of California at Los Angeles, asserted: "It is the duty of the colleges to produce well-trained men and women who are available at all times for every part of the defense program, for the armed forces, defense factories, and as nurses.

"We should not make changes in the curriculum which would be abandoned later," he said, "but should change the emphasis in the present curriculum in order to make it better suited to the situation. All changes should be permanent. The needs of men and women in peacetime should be studied in the light of their needs in an all-out effort."

Predicting that in the excitement of present circumstances some girls will rush into marriage without due consideration, Virginia Judy Esterly, assistant to the president, Scripps College, warned that this will be a loss to the professional world if the girls are in college and are training for particular work.

"The care of the injured and sick in mind and body, who will be in need for decades of post-war reconstruction, will be the responsibility of the women," said Mrs. Esterly. "Women must salvage human beings from the ravages of war. They must keep up the responsibility of liberal arts education."

At the general luncheon, the following resolution, proposed by the Association of Colleges and Universities of the Pacific Southwest, was indorsed by acclamation:

"Because of the possible danger of intolerance to a certain section of our citizenry, be it resolved that the communities represented by the membership of this Association exercise every care to safeguard the Constitutional rights, privileges and opportunities of American-born Japanese and other Japanese who by long residence and by their conduct have demonstrated loyalty to America and American institutions. It is further urged that other, similar groups shall be protected in their Constitutional rights."

In a roundtable on *The Rôle of the Social Scientist in Wartime*, Dr. Leon H. Ellis, visiting professor on international relations, University of Southern California, and from 1927 to 1931 member of the American Legation at Peking, contended that objectivity and impersonality should be the ideal of the social scientists.

He was opposed by Dr. Leo C. Rosten, author of *Washington Correspondent* and of the current *Hollywood: The Movie Colony and the Movie Makers*, moderator of the weekly Pacific Coast radio forum, "What's It All About?", and adviser on motion pictures to the Office of Production Management. Dr. Rosten denied the necessity for, and even the possibility of, impersonality in the

classroom. In his opinion the social scientist has the duty not only of explaining various points of view, but of urging his own.

The final roundtable of the day was attended only by students. They considered the question—*What kind of a democracy do the students of America want, and what is necessary for them to achieve it?* Discussion was divided among six problems that had previously been worked out by a student committee: Morale, politics, economics, control, social institutions, and racial and political minorities.

Perhaps the essence of the entire conference was contained in this final roundtable, where one student suggested that democracy is a method, not a structure, and that it takes many forms. We must not only plan for reconstruction, but must solve problems here and now as they arise.

COMPULSORY MILITARY TRAINING IN CANADIAN COLLEGES

W. SHERWOOD FOX

PRESIDENT, UNIVERSITY OF WESTERN ONTARIO

THE Committee on Military Education has recommended and the Senate and Board of Governors have approved certain regulations to govern military training in the University of Western Ontario during the academic year, 1941-1942, pursuant to the National War Services Regulations, 1940, (Recruits), as consolidated in March, 1941, and in the light of instructions received from the Department of National War Services.

All male students who are registered in the University of Western Ontario in the academic year, 1941-1942, for regular courses leading to a degree or a diploma, who are British subjects and who will be at least eighteen years of age on 30 June, 1942, and who will not have reached the age of twenty-nine years of age on or before 30 June, 1941, and who have passed the prescribed medical examination, will be required to take *one hundred and ten hours of military training*, acceptable to the Department of National Defence, during the academic session 1941-1942, and *fourteen days' training in a camp or training school* during the vacation period at the close of the session in 1942.

Male students who are registered in the University of Western Ontario in the academic year 1941-1942, and who will not attain the age of eighteen years by 30 June, 1942, or who have reached the age of twenty-nine on or before 30 June, 1941, may elect voluntarily to take military training during the session 1941-1942.

The fundamental principle underlying the National War Services Regulations, 1940 (Recruits), as they apply to University Students, is that young men should be enabled to complete their higher education. The Regulations are designed to promote national interests by providing for the continuation of the education of men in universities who, when qualified, will fill a definite need in the armed forces and in war industry, but the said Regulations cannot be invoked "as a refuge for any young man poor enough in spirit to desire to evade his military obligations to his country in this hour of peril," by merely remaining a student.

It has been decided that compulsory military training in a university entitles the student who is within an age class that has been, or is being called up for home defence, to postponement of his call until the end of his complete course, that is, until he leaves the university. To secure such postponement, certain strict conditions must be fulfilled, as follows:

(1) The student concerned, during his university course, must undergo military training as a member of the University Training Units, either the C. O. T. C. Contingent, or the Reserve Company of the Contingent.

(2) The student concerned must perform his academic work to the satisfaction of the authorities of the University of Western Ontario. No student can idle away his time in the university and at the same time expect to have his call for home defence postponed.

(3) If any male student who is required by the university to take military training fails to take full advantage of it, his name, if he is in an age class that has been, or is being called up for home defence by the Department of National War Services, will be reported to the National War Services Board for the territorial division in which he resides, for such action as it deems fit.

(4) Moreover, any male student who is required by the university to take military training, and who fails to take advantage of it, will be subject to disciplinary action on the part of the proper university authorities.

Apart from the question of home defence, whether a student should enlist in, or join, an Active Force Unit, is a matter for his own conscience, but the Department of National Defence has definitely stated that "it is desirable from the military viewpoint for students who intend to apply for commissions in the army, and who are following courses leading to the various degrees in engineering, science and medicine, and those who are taking courses, including advanced mathematics, to complete their courses before joining the Active Force.

The University of Western Ontario, in common with other Canadian universities, is resolute in its intention and duty, to assist in every possible way the successful prosecution of the war and the attainment of that victory which alone will secure for us our way of life. To that end the university will carry out, in letter and in spirit, instructions and advice given to it by the Canadian Government.

AMONG THE COLLEGES

BARNARD COLLEGE: Perhaps the most significant Faculty action of the year has been the adoption, or rather the reinstatement, of a history requirement for all candidates for the degree, beginning with the class entering this autumn. As finally adopted by the Faculty, after vigorous discussion, this provides that each student must take before graduation at least six points of history. Thus it partly parallels in Group III, Social Sciences, the requirement in Group II, Natural Sciences and Mathematics, which dictates that eight of the fourteen-point group requirements must be in a laboratory course in science. In neither case is any one specific course prescribed.

BUCKNELL UNIVERSITY professors, in order to keep in close touch with current trends and developments in all of the fields of learning in which their colleagues are prepared to offer up-to-the-minute assistance, are engaging in a unique project of self-education featuring a review of the educational offerings in each department in the college. Designed as a "round-robin" method of self-learning, the program includes an oral report from the head of each of the University's 20 departments, followed by a question and answer period at each of the monthly faculty meetings. A different department makes its report each month. Department heads include in their reports a statement regarding the educational philosophy or general aims motivating the work of their respective divisions, a discussion of the vocational aspects of the work or techniques employed and a review of recent developments and tendencies of general interest in their particular field. The plan is expected to weaken departmental boundaries and to promote mutual understanding among faculty members.

CARTHAGE COLLEGE announces successful attainment of the \$50,000 library goal set by the Library Building Project of the college. The contract has been let for the new library building, and already the foundation walls are in place.

CATAWBA COLLEGE celebrated the Ninetieth Anniversary of the founding of the college and the Decennial of President

Howard R. Omwake on December 3, 1941. Anniversary addresses were delivered by Dr. Guy E. Snavely, executive director of the Association of American Colleges and Dr. John N. LeVan, director of United Promotion of the Evangelical and Reformed Church. Dr. Snavely spoke on the topic "The Liberal Arts College and the Emerging Crises" and Dr. LeVan on "The Church and the Church Related College."

DREXEL INSTITUTE OF TECHNOLOGY celebrated its semi-centennial at Founder's Day exercises on December 17, 1941. Tribute was paid to the memory of Anthony Joseph Drexel (1826-93), Philadelphia financier and philanthropist, who founded the institute in 1891. The Honorable Roland S. Morris, president of the American Philosophical Society and former Ambassador to Japan spoke on the subject, "Fifty Years Ago" and Edward D. McDonald, head of the department of English at Drexel, on "The First Faculty."

D'YOUVILLE COLLEGE is offering a program of post war planning that is attracting widespread attention. Following the formula that a house plus land means security, a lecture series is offered on the Subsistence Homestead Movement. Experts orient the citizens of Buffalo to the subsistence homestead philosophy, theoretical and applied. From the group thus interested, a study club has been formed which meets at D'Youville College. A plan is being rapidly formulated to establish a homestead project on cooperative lines, near Buffalo, a plan which has already won the hearty approval of the Federal Government. During the past three years, the D'Youville Cooperative Institute has established in Buffalo seventy-five credit union banks which serve successfully a total of twenty thousand members. On this financial basis, the homestead project rests solid hopes for the future.

Georgetown College has recently raised \$35,000 to be used to improve its financial condition. The largest gift in this campaign was \$10,500.

Georgetown College shares on an equal basis with the Louisville Baptist Orphans Home in the recently probated will of George McAlister. His estate is estimated at \$100,000.

HOFSTRA COLLEGE received on November 29, 1941, from Howard S. Brower, trustee and treasurer of the college, an additional gift of \$100,000 from the Hofstra estate to be added to the college endowment.

LAFAYETTE COLLEGE has received an anonymous gift from an alumnus of \$20,000 to be used "for any purpose the college administration sees fit."

McPHERSON COLLEGE put into effect October 1, 1941, a retirement plan for teachers and the administrative staff.

McPHERSON COLLEGE dedicated a new dormitory for men on February 24, 1942.

PARK COLLEGE has made a study of Honors Work under Walter Frederick Sanders, dean of the college. The study covers the years 1927-1941 and was printed by the Park College Press in November, 1941.

PEABODY COLLEGE, SCARRITT COLLEGE and VANDERBILT UNIVERSITY held dedicatory exercises for a new Joint University Library on December 5 and 6, 1941. The principal addresses were given by Dr. Robert M. Lester, Secretary, Carnegie Corporation, and Dr. Albert Russell Mann, Vice-President, General Education Board.

The Joint University Libraries of Nashville, Tennessee, represent a new movement in higher education, research and library service. They were established to eliminate unnecessary duplication, to coordinate and expand the library resources and services of three neighboring institutions of higher learning: George Peabody College for Teachers, Scarritt College and Vanderbilt University.

At the center of this development a new and endowed Joint University Library has been provided. This building and its endowment are jointly owned and directed. In like manner its book resources and services and all of the other library resources and services of the three cooperating institutions, are jointly controlled and administered by one Board of Library Trustees (composed of representatives of the boards of control of the three

institutions), one joint Faculty Library Committee, one Director of Libraries and one Treasurer.

This cooperative library enterprise is designed as the next step toward the realization of a great regional university center in Nashville in which the teaching and research resources of these neighboring institutions are coordinated. To make possible the development of such a greatly needed university center the General Education Board and the Carnegie Corporation gave substantial sums, and more than five thousand students, faculty members, alumni, employees, and friends of these schools contributed generously.

STANFORD UNIVERSITY, under the terms of the will of the late Timothy Hopkins, one of the original trustees, received the entire income of his estate, estimated at between \$500,000 and \$1,000,000 when his widow, Mary Hopkins, died last fall. The will provides that the university use the income for the following purposes: "sixty per cent to maintain the Hopkins Marine Station at Pacific Grove, \$4,000 a year to aid the Hopkins Railroad Library . . . and the residue to support the Hopkins Medical Library."

THE UNIVERSITY OF WESTERN ONTARIO maintains a special school for French held during July and August of each year at Trois-Pistoles, Quebec. Opportunity is given to acquire a practical command of written and spoken French at a time when France is closed against students. The school runs for eight weeks and is established in the very heart of the typical French country in Quebec. Its surroundings are very beautiful and the social atmosphere of Trois-Pistoles is closer to that of France than is to be found in any other French-Canadian community.

A TESTIMONIAL DINNER was given in honor of the presidents of the four municipal colleges of New York City—The College of the City of New York, Hunter College, Queens College, Brooklyn College—and of the Board of Higher Education of New York at the Hotel Biltmore, January 26, 1942. Former President James R. Angell of Yale University was toastmaster. The chief addresses were given by Mayor Fiorello H. La Guardia and

Mrs. Dwight Morrow, former president of Smith College. Brief responses were made by Chairman Ordway Tead of the Board of Higher Education of New York and by Presidents Harry N. Wright, George N. Shuster, Paul Klapper, Harry David Gideonse. Co-Chairmen of the committee in charge of the dinner were Mrs. Richard Loengard, representing the American Association of University Women and Guy E. Snavelly, executive director of the Association of American Colleges.

THE BOARD OF HIGHER EDUCATION OF NEW YORK CITY has recently reported the progress and growth of the four municipal colleges—CITY COLLEGE, HUNTER COLLEGE, BROOKLYN COLLEGE, QUEENS COLLEGE—in their task of providing a maximum of educational opportunity for 50,000 young men and women chosen without distinction of class, race, creed or economic status, who are being helped to become the intelligent and enlightened citizens of tomorrow. During the past year a number of new or newly-emphasized services and policies have been initiated and progress has been made in developing further those already begun. A summary of these follows, taken from the report:

Personnel services have been extended to help develop in our students not only intellectual capacity but total personality effectiveness, the ability to live with and to work with others, to take responsibility, to be good citizens, to develop vocational capacities and avocational interests.

Curriculum organization has been broadened, notably in the new Junior College courses begun at Brooklyn College, the development of Honors courses at Queens, the study of an adult education program at Hunter and of the curricula of the professional schools and liberal arts college at City College.

Thirteen defense training courses have been organized at City College under a grant of funds from the Federal Government, and courses related to defense needs have been introduced into the regular curricula of the four colleges.

Appraisal and evaluation are under way of our faculty organization by-laws which provide for fuller staff participation in educational policy.

Pre-audit of expenditures, standardization of accounting methods in line with modern college practice, expert assistance in

drafting specifications and purchases have been provided; and a re-evaluation of trust and gift investments is in progress.

The college custodial staffs have been reclassified and placed under civil service and provision has been made for granting sick leave, vacation and pensions.

In the field of community service, our speech and remedial reading clinics for children and adults have been extended; the first all-city college music festival, the Littauer lectures and Queens Institute programs, were initiated; and cooperation with civic groups and government agencies has been developed and expanded to meet newly realized needs.

Through the generosity of citizens and alumni a total of \$45,042.96 has been provided in gifts for numerous college purposes.

NEW COLLEGE PRESIDENTS

- Bryn Mawr College, Bryn Mawr, Pennsylvania. Katharine E. McBride, dean, Radcliffe College, Cambridge, Massachusetts. (Effective July 1, 1942.)
- Cedar Crest College for Women, Allentown, Pennsylvania. Dale H. Moore, associate professor of religion, Lafayette College, Easton, Pennsylvania.
- College of the City of New York, New York. Harry N. Wright, acting president.
- College of Emporia, Emporia, Kansas. Daniel A. Hirschler, dean, school of music.
- Coe College, Cedar Rapids, Iowa. Charles A. Anderson, president, Tusculum College, Greeneville, Tennessee. (Effective June, 1942.)
- James Ormond Wilson Teachers College, Washington, D. C. Walter E. Hager, secretary, Teachers College, Columbia University, New York.
- Louisiana College, Pineville, Louisiana. Edgar Godbold, general superintendent, Missouri Baptist General Association.
- Simpson College, Indianola, Iowa. Edwin E. Voight, pastor of the Methodist Church, Iowa City, Iowa.
- State Teachers College, Slippery Rock, Pennsylvania, former president, State Teachers College, California, Pennsylvania.
- University of Minnesota, Minneapolis, Minnesota. Walter C. Coffey, acting president.
- Villa Maria College, Erie, Pennsylvania. Sister Mary Stella, professor of Spanish.

ADDITIONS TO THE OFFICE LIBRARY

- Adamic, Louis. *Two-Way Passage*. Harper & Brothers, New York. 1941. 328 p. \$2.50.
- Atkinson, Carroll. *American Universities and Colleges That Have Held Broadcast License*. Meador Publishing Company, Boston. 1941. 127 p. \$1.50.
- . *Radio Extension Courses Broadcast for Credit*. Meador Publishing Company, Boston. 1941. 128 p. \$1.50.
- Bricklayer, Peter. *Holland's House—A Nation Building a Home*. Joh. Enschedé en Zonen, Haarlem, Holland. 1939. 123 p.
- Clapessattle, Helen B. *The Doctors Mayo*. The University of Minnesota Press, Minneapolis. 1941. 712 p. \$3.75.
- Clark, Charles Upson. *Racial Aspects of Rumania's Case*. Published by Mr. Clark who is Corresponding Member of the Romanian Academy.
- Drinker, Henry S. *The Bach Chorale Texts in English Translation*. (With Annotations Showing the Use of the Melodies Elsewhere by Bach in His Vocal and Organ Works) and *A Musical Index to the Melodies*. Printed privately and distributed by The Association of American Colleges Arts Program, Room 1418, 19 West 44th Street, New York City.
- Gilmore, Marquis Ellsworth. *Exemplifying Good Classroom Methods and Procedures*. The Christopher Publishing House, Boston. 1941. 282 p. \$3.00.
- Gleason, Eliza Atkins. *The Southern Negro and the Public Library*. The University of Chicago Press, Chicago. 1941. 218 p. \$2.50.
- Holmes, Harry N. *Out of the Test Tube*. Third Edition, Revised and Expanded. Emerson Books Inc., New York. 1941. 305 p. \$3.00.
- Lefever, D. Welty, Turrell, Archie M. and Weitzel, Henry I. *Principles and Techniques of Guidance*. The Ronald Press Company, New York. 1941. 522 p. \$3.00.
- Locke, Alain and Stern, Bernhard J., Editors. *When Peoples Meet*. A Study in Race Culture Contacts. Committee on Workshops, Progressive Education Association, New York. 768 p. \$3.50 list. \$2.50 PEA members.

- Mack, Edward C. *Public Schools and British Opinion Since 1860. The Relationship between Contemporary Ideas and the Evolution of an English Institution.* Columbia University Press, New York. 1941. 511 p. \$3.75.
- Molohon, Bernard, Compiler. *Voices of Democracy. A Handbook for Speakers, Teachers and Writers.* Compiled under the direction of Chester S. Williams, Assistant Administrator, Federal Forum Project. Federal Security Agency, U. S. Office of Education. Bulletin 1941, No. 8. United States Government Printing Office, Washington, 1941. 84 p. \$.15. (Address Superintendent of Documents, Washington, D. C.)
- Sanders, Walter Frederick. *A Study of Honors Work at Park College, Parkville, Missouri, 1927-1941.* Park College Press, Parkville, Missouri. November, 1941. 40 p.
- Schilpp, Paul Arthur, Editor. *The Philosophy of Alfred North Whitehead.* The Library of Living Philosophers, Volume III. Northwestern University, Evanston and Chicago. 1941. 745 p. \$4.00.
- Stephens, Theodore Pierson. *An Evaluation of Scholarship and Character of College Students.* The University of Chicago Libraries, Chicago. 1941. 161 p.
- Stewart, Jr., Ernest I. *Attention! To Your Health.* Bureau of Publications, Teachers College, Columbia University. New York. 1941. 82 p. \$.35.
- United States Government Manual.* September, 1941. Office of Government Reports, United States Information Service, 2405 G Street, N.W., Washington, D. C. (Copies can also be purchased at the United States Information Service, 521 Fifth Avenue, New York, New York.) Single copy, \$.75, annual subscription, \$2.25.
- Wrenn, C. Gilbert and Bell, Reginald. *Student Personnel Problems. A Study of New Students and Personnel Services.* Farrar & Rinehart, Inc., New York. 1942. \$2.00.
- Wriston, Henry M. *Prepare for Peace!* Harper & Brothers, New York. 1941. \$2.50.